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ABSTRACT

The Albuquerque Office of the Comprehensive Employment and Training Administration (OCETA) contracted with the Albuquerque Urban Observatory to conduct a study of employability skills needed by OCETA participants, to identify training programs that might be available to teach these skills, and to suggest a new model for OCETA job preparation training to be integrated into the existing OCETA program. The Urban Observatory interviewed Albuquerque OCETA personnel and experts in occupational training; reviewed literature; searched for job preparation training programs; and held group discussions with job preparation trainers, jobs counselors, job developers, and employers to determine skills needed and possible training programs to use. This research identified four principal categories (job finding, job keeping, attitudes, and personal capabilities) broken down into 51 specific job preparation areas, ranging from resume writing to positive self-image, which should be taught in OCETA job training programs. The research also found that many of the OCETA participants did not possess these skills; however, women, those with greater education, those who had received CETA skills training, and older participants generally had a higher level of job-seeking skills. Following a review of training programs, seven national and seven local programs that would meet training needs were identified and profiled. In addition, suggestions for improving the Albuquerque OCETA program were made, such as stressing job-finding skills, making more careful assessment of participants before they enter the program, and contracting with a job-training organization to conduct the major portion of the program. (KC)

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FINAL REPORT OF THE OCETA JOB PREPARATION RESEARCH PROJECT

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June, 1981

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SECTION I

INTRODUCTION AND OVERVIEW OF RESEARCH

OVERVIEW

The Albuquerque Office of Comprehensive Employment and Training Administration (OCETA) contracted with the Albuquerque Urban Observatory (AUO) in January, 1981, to conduct a study to inform the modification of existing job-preparation training for certain OCETA participants to improve this training. These CETA participants were in the Title II-D portion of the Comprehensive Employment and Training Act. Title II-D was to provide unemployed persons with subsidized public service jobs and related training and services in order for the participants to be transitioned into regular employment after completion of the program.* Title II-D was targeted to the so-called "structurally unemployed." In the main, this means those who were economically disadvantaged, who were unemployed and had been unemployed during 15 of the 20 weeks prior to application to the program. According to our research there were 284 individuals in II-D public service employment (PSE) during the first four months of 1981. In addition, there were 355 CETA participants certified eligible for II-D programs who were actively seeking employment in the private sector through CETA during this period.

In the course of this research project, the Reagan administration announced their intention to discontinue the OCETA PSE program. This caused only minor adjustments in the research design which are discussed below. In one regard, this proposed change did not affect the study design because Title II-D participants were those individuals with the greatest difficulty in obtaining and holding jobs. Therefore, it seemed likely that these individuals would be a target population for other future federal employment programs. Furthermore, adjustments were made

*Albuquerque Office of Comprehensive Employment and Training, OCETA Annual Report, FY 80 (Albuquerque, 1980), p. 6.

in the study to incorporate the private sector employment experiences of participants to a greater degree than originally proposed in the research design. This aspect is discussed below in Section III which relates the survey sample approach.

OPERATIONAL GOALS OF THE RESEARCH

From the general task for this research specified above, we developed the following operational, or more specific goals. They were:

1. To provide an evaluation of specific factors related to behavior, motivation, and attitude in the non-skills, job-preparation training areas of the OCETA participant population which were important in securing and retaining employment.

2. To provide an evaluation of available national and local job-preparation training programs with respect to the training needs of Albuquerque OCETA participants and the important qualities of effective training for individuals of similar backgrounds.

3. To suggest a new model for OCETA job-preparation training integrated into the existing OCETA program.

4. To suggest research or information collection procedures in order to evaluate future approaches to OCETA job-preparation training.

5. To provide suggestions for issuing the Request for Proposal (RFP) for making modifications and improvement in the Albuquerque OCETA job-preparation training program.

By fulfilling these operational goals, we anticipated that we would provide Albuquerque OCETA with the flexibility, within their changing program and financial environment, to make future modifications of their job-preparation training program. Furthermore, we anticipated that these modifications would be part

of an on-going process of program evaluation and adjustment. The principal reasons the evaluation mechanism is suggested are that the proposed changes are significant departures from the existing training and the proposed expenditure of greater resources on a more intensive job-preparation training programs warrants an evaluation of the effectiveness of the expenditure of these funds. This is especially true in terms of evaluating such expenditures against others such as for skills training.

ELEMENTS OF THIS JOB-PREPARATION RESEARCH PROJECT

These operational goals were realized through a multi-step research process. The elements of this research have been listed below. This research process was not accomplished in discrete phases, in other words, one step was not necessarily completed before the next was undertaken. However, the order of the listing below generally follows the sequence of the research activity.

1. Interviews with Albuquerque OCETA Personnel. Interviews with OCETA staff were conducted to determine the history and nature of existing job-preparation training in Albuquerque; staff concerns about the existing Albuquerque job-preparation training and their suggestions for modifying the program; and, how the staff perceived the relevance of different approaches to job-preparation training to Albuquerque job-preparation training, especially in the context of skills training. These interviews were conducted with OCETA administrators, job developers and counselors, job-preparation trainers and former job-preparation trainers.

2. Interviews with Individual Experts in Occupational Training and Review of the Empirical and Theoretical Literature Related to Job-Preparation Training. These steps were taken to find out what was known in terms of theory or past empirical research about the relationship between specific elements and types of job-preparation training and employment success. We were interested in determining,

specifically, which substantive areas were covered in the job-preparation training, the characteristics of the individuals who were trained (e.g. demographic characteristics, job histories, etc.); and the nature of the training provided including such factors as group size, length of training, practical vs. classroom-type training, and so on. In addition, we wanted to find the relationship between these aspects of job-preparation training and employment success. This element of the research was done through individual interviews and through normal bibliographic search methods.

3. Search for Job-Preparation Training Programs Occurring in Other Parts of the Southwest and the Nation. This research was conducted to identify various models of job-preparation training and different approaches to the evaluation of these job-preparation training programs. We intended to expand our understanding of the different possible approaches to job-preparation training which might be useful to consider for Albuquerque OCETA and to inform our own research into the job-preparation needs of the OCETA participants. This search was conducted of OCETA prime sponsors and of other OCETA and Department of Labor offices especially in the Southwest. We focused on the Southwest because we anticipated that prime sponsors in this Region would have similar client populations as Albuquerque OCETA.

4. Group Discussion Research. Two discussion groups were held with Albuquerque OCETA job preparation trainers, skills trainers, job counselors and job developers. These covered the following topics: (a) the personal, real-world situations of OCETA participants, (b) the nature of job-preparation training which would be appropriate for these individuals, (c) important job findings and job keeping skills, and (d) an evaluation of the existing Albuquerque job-preparation training programs in the context of these considerations. These discussion groups were held to refine our understanding of the Albuquerque

OCETA job-preparation training and to inform the survey research work conducted in the following phase of this project.

5. Observation of Job-Preparation Training in Albuquerque. In addition to the above analysis, researchers from the AUO observed job-preparation training at Youth Development, Incorporated and at the Employment Security Department. These two agencies provide virtually all OCETA job-preparation training in Albuquerque. We also discussed in some detail the nature of job preparation training being given by Career Services for the Handicapped, but were unable to attend their training. This part of the research provided the reality-based experience needed to supplement the discussions with job-preparation trainers and other OCETA personnel provided in other stages of the research.

6. Survey Interviews of OCETA Participants and Their Supervisors and Employment Interviewers. In this stage of this project, the elements of job-preparation training related to securing and maintaining employment which we identified through the above research was developed into three separate survey instruments (See Appendix B). These survey instruments were administered to OCETA participants, their supervisors and their private-sector job interviewers. In the analysis of the resulting data we identified the job-preparation areas in which OCETA participants were particularly prepared or deficient and the relationship between job-preparation areas and the evaluations of participants by job supervisors and job interviewers.

7. Collection and Evaluation of Job-Preparation Training Program Materials. Various job-preparation training programs which might be implemented by Albuquerque OCETA were evaluated in this component of the research. The programs evaluated were: (a) those submitted to the Albuquerque OCETA office, (b) those submitted based on a national search which our researchers conducted, and (c) those proposals submitted locally in response to a newspaper advertisement which was placed in Albuquerque and Santa Fe papers. The evaluation involved establishing objective

selection criteria against which we compared the proposed training programs. These criteria were based on accepted norms for adult education and the information resulting from the other research components of this study.

8. Synthesis of Information. This final part of the research project consisted of drawing together the different information obtained above in order to provide Albuquerque OCETA with program direction to modify the existing job-preparation training; integrate this training into the on-going OCETA program; and incorporate a program evaluation mechanism into the modified Albuquerque job-preparation training.

THE PRELIMINARY REPORT OF THE OCETA JOB PREPARATION RESEARCH PROJECT

In February, 1981, the Albuquerque Urban Observatory issued a preliminary report of the progress and findings of the research project to date. This report covered the results of the following phases of the project: interviews with OCETA staff; the interviews with individual experts in employment related training; the search for job-preparation training programs and evaluations undertaken in other parts of the nation and region; and the group discussion research. This preliminary report is included in Section II of this report for the convenience of the reader.

OUTLINE OF THE FINAL REPORT OF THE OCETA JOB-PREPARATION RESEARCH PROJECT

This final report contains the following sections:

SECTION I.	Introduction and Overview of Research.
SECTION II.	Preliminary Report of the OCETA Job Prep Research Project.
SECTION III.	Literature Review and Summary of Important Findings of this Research Phase.
SECTION IV.	Survey Research Overview, Findings, and Conclusions.

SECTION V. Evaluation of Available National and Local Job-Preparation Programs for Potential Implementation by Albuquerque OCETA.

SECTION VI. Program Suggestions.

SECTION II

PRELIMINARY REPORT OF THE OCETA JOB PREP RESEARCH PROJECT

INTRODUCTION

This preliminary report of the OCETA II-D job-prep research project includes the following: (1) bibliographic and personal interviews conducted to find out more about the association of job-prep training to job securing and job holding, and the job-prep training being conducted in other parts of the country; (2) interviews with OCETA staff to understand the existing II-D and non-II-D job-prep training being conducted in Albuquerque, in the context of the overall OCETA program, and to identify important job-prep training elements; (3) group discussion research with many of the OCETA personnel dealing with the social situation of OCETA participants and needed job finding and job keeping skills; and (4) areas to be investigated in the survey research conducted in the next stage of this project. In the above work we have tried to expand our knowledge of the OCETA program and participants in order to inform the next, more specific, survey research step.

In addition to the above, AUO staff have begun collecting and analyzing the available job-prep training programs. This work has also involved the development of evaluative criteria for selection of these programs. Of course, the research summarized in this preliminary report helps determine some of these criteria.

1. BIBLIOGRAPHIC AND PERSONAL INTERVIEWS

Contacts have been made with the following organizations and individuals.

OCETA Prime Sponsors. Colorado Springs, Colorado; Phoenix, Arizona; El Paso, Texas; Austin, Texas; Tuscon, Arizona; Pueblo, Colorado; San Antonio, Texas; Denver, Colorado.

Other OCETA and DOL Offices. Department of Labor, Region VIII Library in Denver, Colorado; OCETA Region VI Office in Dallas, Texas; national OCETA Office.

Library and Computer Bibliographic Searches. Card catalogue at Zimmerman Library, UNM; business journal article abstracts; ABI/INFORM computer bibliographic data set (business-related publications); PSYCH/ABS computer bibliographic data set (psychology related publications).

Individuals Contacted. Prof. Joseph Champoux, UNM Business School; Prof. Robert Rehder, UNM Business School; Prof. Kevin O'Grady, specialist in personality theory, UNM Psychology Department; Prof. Mark Brecht, specialist in industrial organization, UNM Psychology Department; Joane Barsis, specialist in employee selection and evaluation, City of Albuquerque Personnel Department.

The above sources were used to explore the following issues:

--The history of the Department of Labor job training programs especially the Public Service Employment job programs. We attempted to identify important issues and goals relative to the different OCETA programs--and how the II-D program fit into this context. This was done to understand some of the political and non-political reasons for shifts in focus of the government's employment training activities and develop a better understanding of how recent political changes in the Presidency and the Congress are likely to impact OCETA.

--The types of evaluations conducted of OCETA programs around the country. It was especially useful in this regard to examine the U.S. General Accounting Office's report of July 7, 1978 entitled "Job Training Programs Need More Effective Management"; the Department of Labor, Employment and Training Administration's Research and Development: A 16-Year Compendium (1963-1978); and the Department of Labor, Employment and Training

Administration's How to Get Started on Evaluation: A Field Report and Guide for CETA Prime Sponsors (November, 1977). This investigation resulted in a better understanding of the strengths and weakness of the current approaches to OCETA program evaluations.

--The types of OCETA job-prep training currently being done by prime sponsors, especially in the Southwest region, so that we could consider programs with client populations similar to that in Albuquerque as possible models. We have collected information on the type of training and the evaluation methodology being used in these programs. We found that most programs in the region are in a similar situation as Albuquerque OCETA--having recently (in the last 18 months) begun job-prep training and now in the initial stages of conducting program evaluations.

--Investigating the relationship of particular job securing and job keeping capabilities to employment success. This research was done through bibliographic searches of the available literature and interviews with individuals in related fields at the University of New Mexico, the City of Albuquerque Personnel Office and the National Alliance of Businessmen. These discussions and research have helped to identify particular capabilities or behaviors said to be important in finding, obtaining and keeping jobs, and some of the psychological dimensions of these types of behaviors such as need for achievement and self-actualization. However not much research has been found which associates, in a methodologically rigorous way, the skills and psychological traits identified with interviewers' evaluations of applicants and supervisors' evaluations of employees. This research activity is continuing and the findings will be used in the next phase of this research to help evaluate possible training programs.

The outcomes of this investigation were: to understand the policy context for OCETA/PSE decision-making related to job-prep training; to help develop criteria to be used to evaluate job-prep training programs; and to identify areas to be investigated in the surveys to be conducted in the next phase of this research. These areas are listed in the final section of this preliminary report.

2. OCETA STAFF INTERVIEWS

Interviews were conducted with: Frank Morales, OCETA; Jay Czar, OCETA; Sue Lawrie, OCETA; Beverly Hines, SER-Jobs for Progress; Gerald Hartman, ESD*; Doyle Baker (job-prep trainer), ESD; Anita Gartman (job-prep trainer), CSH; Chris Isengard, CSH; Victoria Sanchez (job-prep trainer), CSH; Jim MacAleese, ASC; Mary Davis (job-prep trainer), ASC; Max Leavitt, T-VI; Stella White, OIC; Bill Stillwell, OCETA; Eloy Armindares (job-prep trainer), YDI; Carol Harlan (job-prep trainer), YDI; Gary Savage (job-prep trainer), City of Albuquerque.

These individuals were interviewed in order to understand the history of job-prep training in Albuquerque; the types of job-prep training currently taking place, the points at which this training occurs in the OCETA participants' program, and which participants receive what type of job-prep training; the OCETA II-D job program as a whole; and, finally, the specific type of job securing and job keeping skills believed to be important for participants.

History of Job-Prep in Albuquerque. Title II-D is targeted to the so-called structurally unemployed. In the main this means those who are "economically disadvantaged", who are unemployed and have been unemployed during 15 of the 20 weeks prior to the application.

*See the following sections for identification of these acronyms.

Albuquerque job-prep training was first funded in Fall, 1979. At that time the Technical-Vocational Institute (T-VI) under the direction of Dr. Max Leavitt held the contract to provide job-prep training. Leavitt developed the staff and materials for this training through the Fall of 1979 and job-prep instruction began in January, 1980.

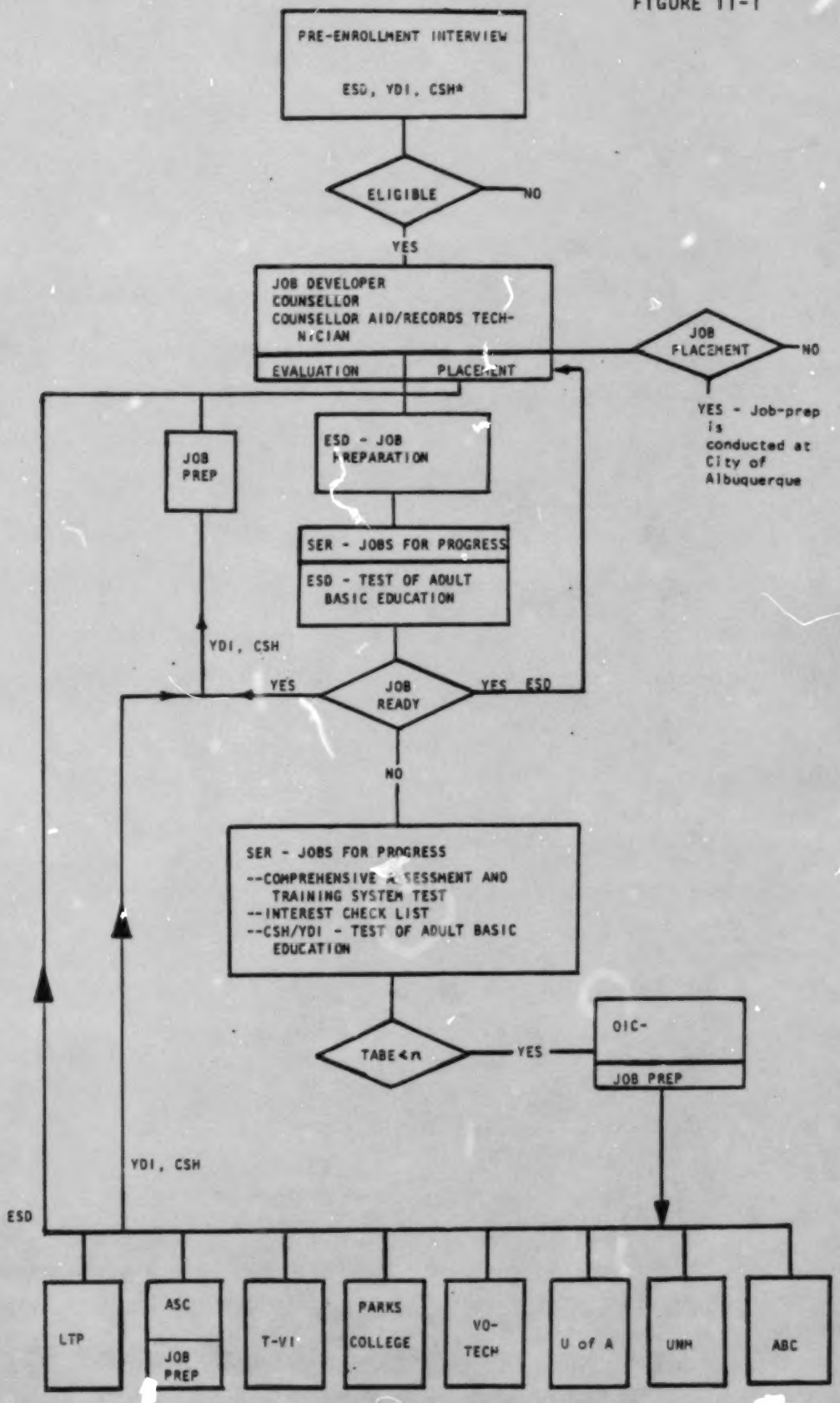
T-VI instruction consisted of 22 individual learning packages which were administered in small groups. Each instructional module was two hours or less in length. The total maximum amount of job-prep training was 60 hours and, since individuals took modules based on a prior assessment of their job-prep skills, the average amount of training was 48 hours. The T-VI program continued until September, 1980.

At that time, OCETA issued a Request for Proposal (RFP) for training which favored job-prep instruction located at the service agencies. T-VI was not awarded the contract and job-prep training has been distributed among several groups providing OCETA training, counseling and placement; principally, the Albuquerque Skills Center; Youth Development, Incorporated; the Employment Security Department; and Career Services for the Handicapped. Job-prep training is jointly funded through Title II-B, II-D, and AYES. In FY80, $24,741 was spent on II-D ESD job-prep training. This represented six percent of the total II-D training expenditure of $423,115. Other II-D job prep training expenditures have not been itemized.

Current Job-Prep Training in OCETA Program Context. The following Figure represents a somewhat simplified scheme of the OCETA program which identifies the points at which II-D job-prep training takes place.

Employment Security Department (ESD). Job-prep training at ESD is conducted by one individual. Everyone determined to be OCETA eligible and who enters the program is given this instruction at the very start of the

FIGURE II-1


PRE-ENROLLMENT INTERVIEW
ESD, YDI, CSH*
ELIGIBLE
NO
YES
JOB DEVELOPER
COUNSELLOR
COUNSELLOR AID/RECORDS TECHNICIAN
EVALUATION
PLACEMENT
JOB PLACEMENT
NO
YES - Job-prep is conducted at City of Albuquerque
JOB PREP
ESD - JOB PREPARATION
SER - JOBS FOR PROGRESS
ESD - TEST OF ADULT BASIC EDUCATION
YDI, CSH
YES
JOB READY
YES ESD
NO
SER - JOBS FOR PROGRESS
--COMPREHENSIVE ASSESSMENT AND TRAINING SYSTEM TEST
--INTEREST CHECK LIST
--CSH/YDI - TEST OF ADULT BASIC EDUCATION
TABE<n
YES
OIC-
JOB PREP
YDI, CSH
ESD
LTP
ASC
JOB PREP
T-VI
PARKS COLLEGE
VO-TECH
U of A
UNM
ABC

program. The job-prep training consists of one day of instruction from 8:30 AM to 3:30 PM. During this training, participants are called out of training to be interviewed by counselors. Classes generally have from 16 to 20 and sometimes more participants. ESD job-prep training is conducted from Monday through Thursday.

In ESD job-prep training, participants are given an introduction to OCETA and instruction in such job-prep skills as job hunting sources, filling out applications, resume writing, telephone calling for a job, dress, grooming, conducting an interview, and projecting attitudes conducive to finding and keeping a job. The instructor emphasizes making a positive impression through interaction during the job interview--by showing knowledge of the company and asking pertinent questions. Handouts are available which deal with such things as job seeking attitudes, job keeping attitudes, filling out an application, and resume writing. A one hour video tape of the job-prep course at the San Diego Self-Directed Placement Corporation is also shown to participants.

Youth Development, Incorporated (YDI). YDI conducts job-prep training for their own clients. Training occurs just prior to the job search for an OCETA job. After intake, participants who are determined job ready are given the training immediately. However, if the participant needs skills training, the job-prep training follows the completion of skills training. Job-prep training is conducted in groups of three to 15 and average about eight individuals by a team comprised of a job counselor, a job developer and a records technician. There are three such teams at YDI and each provides job-prep training on consecutive days from Tuesday through Thursday. The job-prep training consists of one day of instruction from 1:15 to 4:30 in the afternoon with take-home assignments.

During this training, participants are provided instruction in such things as self-exploration and career development, job locating, especially

in the Albuquerque job market, the job application process including resume writing and filling out application, preparing for an interview, interviewing techniques and skills, and job keeping attitudes and behaviors. Participants are given a specially prepared YDI Job Preparation Handbook which covers the above topics and is written specifically for the Albuquerque job market. They are also given Department of Labor booklets on jobs for which participants may be qualified. The YDI training includes a video-taped mock interview for group criticism and self-evaluation by the participants. Following this group training, participants receive individual counseling to review and refine the instruction given.

Career Services for the Handicapped (CSH) Career Services for the Handicapped also provides job-prep training for their participants. Like YDI, CSH job-prep training takes place just prior to attempting to find an OCETA job, i.e., after skills training if that was found to be necessary. Unlike ESD and YDI, not every participant in CSH receives job-prep training. This decision is made jointly by the counselor/job developer and the participant. Training is conducted by two CSH staff members who are also job developers/counselors--in small groups of no more than six people. The training takes place during the morning, from Monday through Thursday, on the first week of each month. Participants are given individual assignments to be completed in the afternoons during these days. No special video equipment is used for training and the staff believes that such equipment would not be helpful. The trainers emphasized the benefits of the small group nature of this training.

Some of the material covered in these classes include: an overview of the CSH/OCETA program, the job history and job skills of the clients, the Albuquerque job market, resume writing and filling out job applications,

dress, the interview situation, and job keeping skills. Trainers attempt to build self-confidence and peer support for the job search. Many of the participants are searching for jobs during this training and are able to refer to these real-world experiences. The participants also conduct and evaluate a mock job interview. Participants are given a form to complete to identify their job skills and a standard application to fill out to use as a reference in completing actual job applications.

Opportunity Industrialization Center (OIC). The Opportunity Industrialization Center provides remedial-type education for OCETA participants who score below a certain point on the Test of Adult Basic Education. This education consists of literacy training, Adult Basic Education, and General Equivalency Diploma (GED) training--which generally takes from 14 to 20 weeks. OIC attempts to integrate job-prep training in their total program. OIC staff focus on motivational training and peer support development throughout their program.

The job-prep training at OIC includes such elements as a review of the participants' job histories, self-exploration and career development, information about the Albuquerque job market, identification of attitudes related to job seeking and keeping which may need to be changed, resume writing, filling out job applications, contacting employers, and the interview situation. OIC staff conduct a mock job interview during training. OIC trainers attempt to prepare participants for the conditions and possible problems they may encounter once on the job. This includes coping skills, human relations skills, developing the capacity to deal with disagreements, avoiding cliques and gossip, and so on. OIC staff indicated that they stay in touch with employers and participants after they have been placed to identify and attempt to resolve problems associated with employment.

Albuquerque Skills Center (ASC). The Albuquerque Skills Center provides skills education for OCETA participants including pre-clerical training, clerical upgrade, word processing, auto parts training, electronics assembly, and electro-mechanical repair and overhaul. These classes generally last 25 weeks with approximately 30 hours of instruction per week. The ASC job-prep training is integrated into the skills education at the Center and is conducted by one instructor. Women receive 16 hours of training and men receive 12 hours.

The job-prep training at the ASC emphasizes personal grooming including: clothes selection and care, hair grooming, skin care and make-up, and hand and nail care. The instructor emphasizes demonstrations and practical in-class experience by the participants in these skills. The instructor also emphasizes motivation, self-development and respect for oneself and others. Participants are given a check list to measure progress in these different job-prep areas during the course of instruction.

Note: The various junctures in the OCETA II-D program at which job-prep training occurs means that some OCETA participants receive multiple job-prep training. For instance, a participant who enters the system through ESD might receive ESD, OIC, and ASC job-prep training.

3. GROUP DISCUSSION RESEARCH

Group discussion research is sometimes called focus group research because it consists of moderated, directed, small group discussion dealing with issues which are either clearly important before the start of the discussion or arise in the course of the discussion. As such, they result in flexible, holistic analyses of issues which are key to the research topic. They rely on the experience and knowledge of the participants and

the ability of the moderator to clarify key issues and hold them up to examination in some depth. In this II-D job-prep training research, two grcup discussions were held to identify key issues to be introduced to the survey research component and the analysis of the potential training programs.

The two focus groups were held on January 22nd and 23rd. The participants in these discussions are listed below:

Participants in 1/22/81 Discussion Group:

Anita Gartman--Job-prep, CSH
Becky Cordova--Skills training, ASC
Julie Sedillo--Job-prep, YDI
Charles Howard--ESD
Margaret Hilliard--ESD
Eloy Armindares--Job-prep, YDI
Toney Pino--Job-prep, YDI
Rita Morning-Gun--Job-prep, YDI
Doyle Baker--Job-prep, ESD
Barry Savage--Job-prep, City of Albuquerque
Paul Alexander--Skills training, ASC

Participants in 1/23/81 Discussion Group:

Joanne Carrera--Skills training, ASC
Pearl Luna--Job-prep, YDI
Jerry Zamora--Job-prep, YDI
Carol Harlan--Job-prep, YDI
Victoria Sanchez--Job-prep, CSH
Al Love--OIC
Bill Jordon--OIC
Anthony Ortiz--Skills training, ASC

Key Questions for the Focus Groups. The groups considered the following principal topics:

(1) The personal, real world situation of OCETA participants and their typical, relevant histories which affect their desire to find a job, their ability to locate and secure a job, and their capacity to hold the job once they obtain it. We attempted to go beyond the normal structured relation between OCETA employees and OCETA participants and to consider the participants as people like ourselves.

(2) The types of job-prep training which would be appropriate and effective with these individuals. Questions explored included: How big should the training group be? How often should training be conducted? At what points in the OCETA program should job-prep training occur? Should the II-D job-prep program be integrated into existing training programs? What role should OCETA program personnel play as job-prep trainers? Should there be personal instruction or self-instructional learning modules?

(3) Important job finding and job keeping skills.

(4) Evaluating the existing OCETA program in the context of the above considerations.

Group discussions were held on Thursday and Friday, January 22nd and 23rd at the Albuquerque Skills Center. Each discussion was two hours in length. The section below reviews the principal findings of this phase of the research. The information obtained concerning specific job finding and job keeping skills (#3 above) to be introduced in the survey phase of this research is summarized in the final section of this report.

Principal Conclusions of the Group Discussion Research.

OCETA Participants. When the group discussion participants were asked to consider the real world employment situation of OCETA participants, they emphasized certain emotions: lack of motivation, dislike-resentment, fear, opposition, uncertainty. These were the feelings associated with those in specific positions in society and with specific employment histories. In addition, these feelings represent the negative attitudes which OCETA participants experience in job seeking and job keeping in the private sector as well as within the OCETA program. As such, they are aspects with which OCETA training must deal by several means including counseling, self-awareness

training, development of coping skills, and development of social mechanisms to ameliorate these negative attitudes.

These attitudes are, in major part, rooted in OCETA participants' experience and social context. One reason OCETA exists is that the normal social mechanisms for job finding and job keeping are dysfunctional for these individuals. In other words, parts of some individuals' social environment provide the attitudes, job skills, and social skills which lead to employment success without public sector intervention. In their place, for OCETA participants, relations and attitudes arise which are developed around relative lack of job success.

The group discussion participants said that many OCETA participants came from social environments which were, at least, removed from desirable employment opportunities, opportunities which OCETA was to develop for the participants. Many OCETA participants were thought to have never tried to obtain such jobs. Many had experienced rejection in the past when they did attempt to obtain these jobs. One of the discussion participants said the OCETA participants' exposure in the job market may even introduce them to problems such as racism which they had not experienced before as directly, and may increase the problems associated with finding and keeping employment. In addition, many of these individuals with whom OCETA worked, such as older or younger workers, the handicapped and women, had particular difficulty finding and keeping jobs.

Importantly, many group discussion members believed OCETA participants lacked information about where to look for employment, the skills necessary to qualify for these jobs, and the social skills required to obtain and keep jobs that they were qualified to obtain.

The discussion group participants also focused on the lack of needed family and peer group support. Some believed that at times an OCETA participant's family and peers might even discourage success in the job market. Lack of supportive role models was also pointed out as an important factor in this regard.

An additional problem may be a conflict of values on the job which is culturally based. Many OCETA participants may come from a social situation which values personal relations and social responsibility and de-emphasizes values normally rewarded in many employment situations such as aggressive task achievement and personal advancement.

The sense this researcher drew from the discussions was that successful employment means exposing the participant to difficult situations which might negatively affect important personal resources like motivation and self-esteem, and, perhaps, may require significant personal and social adjustments. In turn, OCETA clients required understanding of and sensitivity to the broad problems they experienced when attempting to succeed in the program.

Some Types of Training Believed Necessary for OCETA Participants. Discussion group participants identified the following topics for training--job skills, motivation, positive self-image, self-confidence, and other personality traits which are positively associated with finding and keeping a job.

Form of Training: Small Groups and Individual Counseling. Many of the discussion group participants believed it was important to conduct job-prep training in small groups of 5-10. This social group approach would help develop the needed peer group support networks for job finding and job keeping.

It was also felt that the training should include individual counseling. Whether it is motivation, particular job finding or job keeping skills, or other important elements of job-prep training, the focus of job-prep should be, the participants believed, on individual needs. Although general job-prep problems which arise can be identified, the problems occur to individual OCETA participants in particular ways. These probably are best dealt with when they are actually experienced by the participants in the course of his or her involvement with the OCETA program. Group discussion participants mentioned the need to "get them on the right track," to "develop their sense of judgment,"--in other words, to internalize and generalize the job-prep training in the lives of the participants.

The group participants said that job-prep and other OCETA programs should be based on the needs of the individual OCETA participants; for example, on their goals with regard to job development. They said OCETA should attempt to understand the Albuquerque job market better, to make skills training more consistent with the job market, to counsel OCETA participants in this regard, and to help connect individual OCETA participants with appropriate employers.

Form of Training: Concurrent with other OCETA Programs. Job-prep training should occur during the OCETA training and PSE employment. Different aspects of the job-prep training logically would occur at different points in the OCETA program; for example, job history evaluation and career development should take place before skills training. Certain job finding and keeping skills like grooming might take place in the course of skills training or before the job search. Job finding skills might be taught just prior to and concurrent with looking for a job. Job keeping skills might be taught prior to, but especially while the participant is in PSE employment. At present, virtually no OCETA

participants are involved in job-prep training related to job keeping skills while they are in PSE employment.

Form of Training: Focus on Service Agencies. The varied nature of II-D participants in the different programs--ESD, YDI, CSH, OIC--suggests that job-prep might retain these distinctions among participants and be, at least in part, handled by staff of the different service agencies.

Other Concerns of Focus Group Participants Related to Job-Prep. The job-prep program should explicitly address personal problems which affect an individual's ability to secure and hold a job, such as day care, health care and transportation.

General Comments Related to OCETA. Given these identified needs of the OCETA participants, the OCETA program should be oriented specifically to overcoming problems and avoid reinforcing identified problems. In this regard, OCETA should attempt to discourage the participants' being treated as "second class employees" in PSE jobs. This may require job-prep training with OCETA PSE supervisors and employer representatives.

4. JOB-PREP AREAS

The following job-prep areas have been identified through the above research. These areas form the basis of the questionnaires to be developed in the next stage of this research.

I. JOB FINDING

A. Identification of jobs sought

B. Job search plan

C. Knowledge of the Albuquerque job market

D. Information concerning governmental resources to help find job.

E. Other channels of information for locating jobs

F. Ability to read newspaper job advertisements

G. Resume writing

H. Letters of recommendation

I. Cover letter to accompany resume, etc.

J. Draft of completed application for employment

K. Calling people for an interview

L. Appearance, grooming, etc.

M. Find information about job before interview

N. Find information about organization before interview

O. Prepare for typical questions which come up in interview

P. Realistic estimation of salary for job(s) sought

Q. Punctuality for interview

R. Asking questions about the job and the organization in interview

S. Inquiring about benefits and rights in the interview

T. Follow up of interview. Possibly determine why job was not offered

U. Family or peer support for job search

II. JOB KEEPING

A. Punctuality

B. Attendance

C. Appearance

D. Ability to complete what is expected on time

E. Concern for completing jobs on time (responsibility)

F. Competence

G. Relation of job skills to job requirements

H. Knowing what is expected by employer regarding job

I. Accepting what is expected of the employee

J. Knowing how job fits into operation of organization

K. Co-worker relations

L. Employee initiative

M. Employee creativity

N. Developing job related skills

O. Identification with the goals of the organization

P. Evaluation of supervisor

Q. Coping with stressful situations

R. Effect of employee's family and personal life on ability to do job

S. Family or peer support for keeping job

III. ATTITUDES

A. Motivation

B. Self-confidence pertaining to job

C. Self-confidence pertaining to life

D. Responsibility

E. Flexibility

F. Enthusiasm

IV. OTHER PERSONAL CAPACITIES

A. Ability to control emotions

B. Courtesy -- Respect for others

C. Human relation skills

D. Self-knowledge -- introspection

E. Positive self-image

SECTION III

LITERATURE REVIEW AND SUMMARY OF IMPORTANT FINDINGS OF THIS RESEARCH PHASE

INTRODUCTION

Job preparation training programs in this assessment encompass the following types of training: pre-employment (how to find a job, how to dress for an interview, resume writing, etc.) and job keeping (sensing and fitting into the organization, dependability, promptness, etc.). Underlying these areas and included in each are motivational and attitudinal training. In addition, we will consider job skills training programs here for comparison purposes.

We intended to compare types of job preparation and skills training to find information relative to the effectiveness of each. Unfortunately, there is a paucity of information specifically dealing with job-preparation training components, techniques, or even topics which have been used either successfully or unsuccessfully with the economically disadvantaged. Many such programs are in process at this time, but few have evaluation data available.

The following review, then, examines some of the successes and failures of the few such employment programs which we did locate. Also discussed are the issue of work-related motivations and the debate surrounding intrinsic and extrinsic motivators. Finally, there are some policy recommendations drawn from the studies reviewed.

It appears that the lack of effective training programs stems, in part, from the Department of Labor's (DOL) program design: inadequate performance standards, monitoring and evaluating of training programs;

and the absence of in-depth analyses of training program effectiveness. Local sponsors have been charged with developing their own training objectives and defining the measures of success for a myriad of programs. The authors believe this to be responsible for the dearth of helpful information relative to pre-employment training effectiveness in terms of job placement, retention, and so on.

SPECIFIC JOB PREPARATION PROGRAMS

The Non-Economic Impact of the Job Corps, Goldberg, 1978.

In a report describing a three year pilot project of the "noneconomic benefits" to a sample of Job Corps participants, there are data relative to job preparation training. The principle component of this Job Corps program for high school drop outs was an alternative educational program including vocational training, individual instruction, and up-grade classes. Basic education courses (reading and math), vocational training, as well as short courses in the "world of work" (job preparation) were offered as standard curriculum for Job Corps enrollees.

In a pretest situation, there were no differences identified in terms of job seeking skills among enrollees. However, a battery of tests devised to measure non-economic outcomes was used after termination from the program. These tests indicated that Job Corps "persisters" (those who remained with the program) compared to Job Corps "non-persisters" showed an increase in their job seeking skills, job satisfaction, attitude toward authority, and self-esteem after completion of the program. Therefore, the training and related experiences were found to have impacted on the "persisters."

In the area of job holding skills (what to do in order to get along on the job, punctuality, relationships, and so forth), there were no changes observed between pre- and post-training tests. Unfortunately, no course descriptions or other specific data regarding the relation of job performance training to increase in knowledge were included in this study. Therefore, it is not possible to evaluate the effects of the components of job preparation training on the attitudes and skills of Job Corps enrollees. Neither do we know whether the increase in job preparation areas measured materially affected job success.

A Study of Impact and Effectiveness of the Comprehensive Manpower Project of Cleveland, Allerhand, 1969.

Disappointing results were obtained in a thorough study conducted in 1969 which centered around a Cleveland Comprehensive Manpower Program called AIM-JOBS. The purpose of the study was to investigate the impact of this program on the attitudes and work behaviors of the participants who were mostly disadvantaged Blacks. The program covered human relations skills (getting along with others, increasing respect for ones self), job preparation (how to obtain a job, interviewing conduct, acceptable work attitudes, expectations, and so forth), money management, grooming and personal hygiene, physical fitness, transportation in the urban setting, various special services to assist the participants in becoming employed and a follow-up support system.

The study hoped to identify initial attitudes and/or biographic and demographic characteristics as predictors of job success. However, neither was found to affect job success either in terms of job retention or supervisor evaluations. No significant change in work related attitudes resulted from the AIM-JOBS participation or as a result of job experience.

This study did find, however, that the longer a person had been unemployed prior to joining an unemployment program, the less likely he/she was to remain either in the training program or on the job once placed.

WORK-ORIENTED MOTIVATION

Problems associated with employee motivation and attitude are of wide spread concern throughout the public and private sectors. In much of his recent research Daniel Yankelovich (Kahalas, 1980, p. 33) has pointed out that the recent decline in productivity can be partly ascribed to a change in attitudes about work. His research has identified two groups -- those who maintained "traditional" work values (strong commitment to work, appreciation for clear-cut responsibilities, need to make a contribution, do a good job, and need for job security) and those for whom there was a mismatch between personal values and the work environment (these workers were not necessarily motivated by working hard, money, or the fear of losing their jobs). Yankelovich found the latter comprised 44 percent of the working population. Within this category, there were two subsets: the "turned-off" (27%) and the "self-fulfillers" (17%). Yankelovich described the "turned-off" as young, poor and poorly educated, having the least internal motivation to do a quality job for its own sake. For this group, the traditional values which have led to upward mobility in the work world (discipline, dedication, subordination of self to job) were relatively foreign.

Jerome M. Rosow (1979) pointed out that for many, work was no longer an individual's major source of satisfaction, that workers challenged authority if they felt it was abusive or arbitrary, and questioned the payoffs from hard work. In contrast, organizations, for the most part, still saw these values as fundamental for their employees. Conditions

in the workplace have not changed in keeping with the changes in the workers' motivations and attitudes. Rosow pursued this question from the perspective of the need for organizational response to changing worker attitudes.

"Effects of Personal Background and Training on Work Values of the Hard Core Unemployed", Goodale, 1973.

From a series of intensive interviews with middle and working class individuals in Chicago, Davis identified three sources of dysfunctional work-related values for the economically underprivileged.

> First, the necessity for survival forces the child of the lower-class family to seek immediate gratification of the most basic physical needs (food, clothing, and shelter), and inhibits striving for less urgent goals. Second, when a person becomes accustomed to living at a subsistence level, unemployment becomes an acceptable norm. Third, lack of adequate income, clothing, shelter, education and vocational skills makes it impossible for the disadvantaged individual to escape the ghetto (in Goodale, 1973, p. 1).

They pointed to a set of values which such conditions foster and which in turn affect organizations. While it is not within the purview of this project to research the existing values of the unemployed and the poor in our society and community, it is important to point out that the problem of dissimilar attitudes and motivations between workers, their employers, and their work environment is a pervasive problem and one which is especially true for the economically underprivileged.

"Do Youth Really Want to Work", Miller, 1978.

In a discussion and analysis of the work values of 1,992 youth and older men as identified through random sample interview data, Miller contended that alienation, especially of the younger worker came from disappointment over the rewards of work. Her study showed that younger and older men equally valued work for the rewards inherent in the activity.

However, minority status appeared to diminish intrinsic work values and increase concern for economic and security rewards. Inaccessibility to meaningful work, job insecurity and unequal pay also diminished intrinsic work values, especially for the minority worker.

Several other studies have pointed out that the hard-core unemployed appeared to undervalue the intrinsic work rewards and overvalue the external or economic rewards. (See INTERNAL OR EXTERNAL MOTIVATIONS, p. 38.)

MOTIVATIONAL AND ATTITUDINAL CHANGE

Is it possible to change attitudes and motivation through training and, if so, what kinds of training are successful? The answers to these questions are inconclusive based on the available literature.

Inner City Negro Youth in a Job Training Project, Gurin, 1968.

In a 1968 study of over 1,000 unskilled, inner-City Chicago youth, Gurin examined the relationship between their backgrounds and motivations and their success in a Manpower Development and Training Act project. The program included classes in basic education and daily discussion groups which placed particular emphasis on attitudes and behaviors appropriate to the world of work. Concurrently, some trainees received training in a specific skill area and others received on the job training (OJT). Data was collected through a series of questionnaires and interviews. Success was defined as longevity with the program (as opposed to dropping out) as well as job earnings after the completion of the program. Staff and employers were surveyed in relation to their perceptions of the youth and the project.

Some of the findings from this study complement those of other attitudinal studies. For example, motivational problems were not seen as originating from a "lack of aspirations or 'inappropriate' values, but rather

from discouragement about the possibility of realizing these aspirations and implementing. . ." the values (p. 103).

Some of the trainees felt that their success was less in their hands than in the hands of fate, that they had little control over their success. In contrast, other trainees felt that the unemployed person was more responsible for his/her own position than was the situation. Generally, these trainees placed the blame for this unemployment on lack of education or skill. The author found there was a strong relationship between feelings of personal efficacy and job success. Hence, the issues of control and powerlessness may be more directly related to work success than other values and beliefs. The study pointed out that a high relationship between efficacy and success can be seen as circular. Success builds a feeling of efficacy which leads to more productive and rewarding experiences in the employment world.

The overall conclusion of the author was that in order to increase the chances of success in the work world, confidence in one's ability to perform the required work must be developed. The author believed this needed to occur through skills training. Subsequent feelings of competence would occur as a product of one's ability to perform on the job.

"The Non-Economic Impact of the Job Corps", Goldberg, 1978.

In the Job Corps study mentioned above, work related attitudes was the area where the most increase between pre- and post-training testing occurred as identified through a battery of assessment tests. The training seemed to have inculcated a respect for authority and self-worth (though scores on these two scales were not extremely low at the outset). Persisters in the program also improved more than others in getting along with others.

However, other job related attitudes measured after trainees' involvement in the job market showed a decline in all groups tested. It was concluded

that a high post-program unemployment rate tempered the enthusiasm of all the groups, even those who completed training.

Another interesting aspect of this research pertained to job confidence. All categories of trainees tested experienced a post-training decline in job confidence. The author hypothesized that participants felt that success in the work world revolved around knowing the right people, concern about making money, and being likeable.

A Study of Impact and Effectiveness of the Comprehensive Manpower Project of Cleveland, Allerhand, 1969.

As pointed out above, in the AIM-JOBS program identified work related attitudes showed no change as a result of participation in the program.

Effects of Personal Background and Training on Work Values of the Hard-Core Unemployed, Goodale, 1973.

A 1973 study by Goodale was conducted specifically with the hard-core unemployed and dealt with the impact of training on work values. The study compared the disadvantaged with other participants in an eight-week training program focused on changes in work values. Specific attention to changing work values was minimal, however, and incidental within the context of a skill training program because researchers assumed that the direct change potential was minimal.

Two conclusions of the study are of interest to this review: 1) variance in work values within the disadvantaged sample indicated the necessity of having training tailored to individual needs; and 2) counselors with information about individuals' backgrounds and values can plan personalized approaches for training. Goodale speculated that a more closely aligned placement of workers according to his/her skills and abilities could in itself improve work values and performance.

INTERNAL OR EXTERNAL MOTIVATIONS

Throughout the literature, one is confronted with two different perspectives for training the economically disadvantaged. One perspective supports the belief that people who work are motivated by "internal" needs; that is, the need to feel satisfied with one's work, that one has a degree of mastery in one's occupation, that one has a certain amount of control over one's work-related success and that one has a feeling of importance, self-regard, and integrity. Training which addresses the internal motivators, then, would be designed to build self-esteem, deal with feelings, and center on the personal, internal world of the trainee.

There is a differing approach to motivation which focusses on the external world of the worker. This approach involves changing or adapting external circumstances or reward systems such as hours, benefits, wages, working conditions, safety, titles or status-related benefits in order to motivate workers to greater productivity. Training which is designed to address the external world would center around grooming, appropriate dress actual ability to perform the work assigned on the job and hence is skill oriented. The research reported below deals with aspects of internal vs. external motivation and training.

Components of Achievement Motivation as Predictors of Potential Economic Change, Veroff, 1971.

Veroff is one of the researchers who supports an intrinsic approach. He sees economic success as the result of being highly motivated to succeed and feels that those with this attitude will do so regardless of whether jobs are plentiful or scarce. In a project in which he attempted to identify and measure personality characteristics as they impacted on training programs, Veroff noted that behavior may be more a function of one's immediate expectations than an external change in one's environment and is, therefore, subject to change as a result of training.

Inner City Negro Youth in a Job Training Project, Gurin, 1968.

Gurin's report stressed the importance of the external motivators, which he believed to be the most significant factors in job success. He found that trainees' feelings of competence and efficacy were affected by their experience in the job world.

Not dismissing attitudinal training, Gurin recommended these be offered concurrent with skill training.

In specifically addressing the externally oriented aspects of job-preparation training, such as grooming, dress, how to behave with one's supervisor, etc., he believed that there is potential danger that these would take precedence over that which builds personal efficacy; namely, skills training. Gurin also suggested that training and counseling be more closely integrated with the real situations that trainees face and that training should tie skills development, competence, and performance to success. He concluded, however, that the most effective focus of employment training was still not determined.

TRAINING EFFECTIVENESS

CETA: An Analysis of the Issues, National Commission for Manpower Labor, 1978.

In this 1978 analysis of the CETA program, there are some salient points relative to pre-employment training effectiveness. The authors of this report stated: ". . . skill training is the most and work experience is the least satisfactory method of improving the earnings of program enrollees." (NCML, p. 20.) It should be noted that Gurin would support this position:

> . . .we underscore the importance of training in competence and skill, not only to help the trainee with some of their 'objective' problems, but as a cornerstone of the approach to their psychological and motivational problems as well. Acquiring competence in a meaningful skill is an essential underpinning for any long-range stable change in their feelings about their opportunities in the occupational world. (Gurin, p. 119.)

The CETA report pointed out that, in essence, different types of training are effective in different locales due to differing populations, economic conditions, pre-program employment histories, and situations. What appears critical to an analysis of particular programs is a clear understanding of these factors, and how they interrelate.

In Schiller's discussion about program outcomes (also found in the CETA report), one can find similar conclusions. He stated that ". . . the issue of relative effectiveness boils down to the question of which manpower program models work best for specific target groups under given economic conditions" (NCML, p. 117). He went on to state that, much as we have found in our literature search, ". . . information on this issue is scarce." (NCML, p. 117.) Partially this lack of conclusive information relative to training effectiveness results from absence of comparative data. Another reason for the lack of information is that programs have been implemented at different times and consequently, the economic conditions surrounding these programs have been different. Target groups have also varied along with program objectives, and, of course, differences in administration of the programs have added to the dissimilarities.

Job Training Programs Need More Effective Management, Comptroller General, 1978.

Another illustration of the importance of local conditions comes from a report prepared by the Comptroller General to Congress. In it, the authors stated: "The success of training programs may be affected by factors beyond the sponsor's control such as . . . economic conditions of the sponsor's area." (Comptroller General of the U.S., 1978, p. 41.)

GOALS FOR TRAINING PROGRAMS

Highlighted here are a few of the suggestions from the literature discussed above which are applicable to the local OCETA training programs.

Realistic Expectations

Setting goals too high for training and/or job placement systems is partially at fault when such programs fail to reach expectations. One needs to consider the variety of programs possible when dealing with participants who (1) have different skills and capabilities, (2) are at variant maturation and, therefore, job readiness stages, (3) need individually designed programs which include counseling, differing periods of skill training, job preparation training, job placement opportunities, job keeping counseling and support (4) may not be ready for on-the-job training opportunities (5) have many personal differences including sex, culture, economic background and family situations. Surely it is no surprise that there are no easy formulas or patterns to follow. And that the degree of success varies by each program, by each "class" of participants, and by several other factors.

Then, if there are no established formulas for training, the answer must be in seeing training and job placement more as process, more as a developmental stage for participants, than as an end result. It would be unwise to assume that once a participant is placed, he or she is "fixed," or "finished." Indeed, his/her work experiences are just beginning. Therefore, the critical role of the assisting agency is that of helping the client interpret what is going on, and how to adapt to it. Freedman, in a government task force report on youth employment said: "If we see the programs we operate as part of the process of keeping people afloat, rather than as a one-time preparation for the rest of their lives, our goals will be more modest and more real." (Freedman, 1980, p. 7.)

Improved Assessment

Critical to the effectiveness of any training program (skills, job preparation or even OJT) is the effectiveness of assessment techniques and practices. Often participants are enrolled who are lacking in ability, attitude or interest in completing and obtaining jobs. Subsequent activities and programs may then be focused on an individual who in all probability will not succeed. This critical step of adequate assessment at the time of in-take was particularly addressed by Gurin, Allerhand, and the Comptroller General.

More Effective Counseling

Counseling effectiveness is critical and, in many cases, counselors fail to identify and resolve the problems which participants are having. The result is that participants leave the job or the training. Another reason for lack of success has to do with referring clients to jobs for which they are not prepared, that are unrelated to their training or are seasonal or temporary. While many programs do not continue counseling services after the participant has been placed in a job, this is one of the critical times for the participant. He/she needs the support of the counselor as well as a resource for practical information to solve the problems which surface during the work experience.

An interesting recommendation from the Gurin study had to do with the credentials of the counselor. Gurin felt that these people could be "subprofessionals", who are close to the participants in age and social background and, subsequently, to the trainees in attitudes and values. The supportive role which the counselor plays was seen as more valuable than any other played. The trainees singled out their counselors more often than any other staff as most important and helpful to them.

Job-Match/Placement

> Better articulation with the job world, including active attempts at developing meaningful job opportunities; the training of skills with expanding mobility possibilities; the utilization of counselors in the actual job setting dealing with motivational problems. . . are all necessary to a successful program." (Gurin, p. 115.)

This point was supported by Allerhand as well, who looked toward more sophisticated job match and placement processes, the need to be supported after placement in a work environment, and most important of all, placement in conducive work environments.

Long Range Evaluations

Critically needed are long range evaluations of all types of training programs to determine their effectiveness: how long it takes to find jobs, how long participants keep jobs, whether skills obtained through training are utilized, whether earnings have increased, and the reasons for not securing or keeping jobs.

Acquisition of a Sense of Efficacy

Whether overt or implicit, the primary goal of any manpower taining, job placement program is the development of self-sufficient human beings: people who have a sense of control over their lives and a knowledge that they can improve. Whether the sense of effectiveness is built through internally-oriented programs, externally-oriented programs or a combination of the two, the end result is agreed upon: self-responsible human beings who can ultimately take charge of their own lives, who can deal with change and continually grow and develop.

SECTION IV

SURVEY RESEARCH OVERVIEW, FINDINGS AND CONCLUSIONS

SURVEYS OF OCETA PARTICIPANTS, THEIR SUPERVISORS, AND JOB INTERVIEWERS

This survey component of the job-preparation research was conducted for two purposes:

> First, to assess the needs of CETA participants with regard to specific job preparation areas having to do with finding and keeping the job; and
>
> Second, to identify the relationship between these specific job preparation factors and objective evaluations of CETA participants by their supervisors and job interviewers.

With regard to the first goal of the research, specific job preparation factors related to behavior, motivation and attitude were identified through the available theoretical and empirical literature, interviews with Albuquerque OCETA staff and other knowledgeable individuals, a review of job preparation training in Albuquerque and in other parts of the country, and the group discussion research conducted with Albuquerque job preparation trainers, skills trainers, job developers and job counselors. The itemization of job preparation areas which were used to develop the surveys is contained in Part 4 of the Preliminary Report of the OCETA Job-Prep Research Project presented to the OCETA staff in February, 1981, and in Section II of this report.

The list of job preparation areas covers the following principal categories: job finding, job keeping, attitudes, and personal capabilities. There were 51 specific job preparation areas identified, ranging from resume writing to positive self-image. By disaggregating the job-preparation field into specific areas, we were able to design survey instruments to measure these factors and evaluate their importance in obtaining and keeping employment.

The Preliminary Report (Section II) also described the other aspects of this investigation related to literature search, individual interviews, and group discussion research which informed the content of the surveys.

STUDY DESIGN

In this research, we selected a particular research design in order to be able to refer to II-D eligible CETA participants as a whole and to make comparisons between different groups of these participants. This research design was selected in order to help us understand the needs of OCETA participants and the effectiveness of different components of the CETA program in terms of job-preparation factors. One of the principles of this research was that the different elements of job-preparation would be studied as they were practically important to OCETA participants. Accordingly, we asked participants who were in PSE jobs to describe and evaluate their performance in these jobs and other related factors. Furthermore, we asked participants who were looking for employment to describe and evaluate their approach to securing a job. In addition, we wanted to examine differences in terms of job-preparation factors which may have existed between OCETA participants who received and did not receive skills training. The principal reasons for doing this were that the OCETA participants who had skills training had greater resources expended on them by CETA, probably had multiple job-preparation training, and were given somewhat more preferential treatment by OCETA.

We used the following research design for selecting CETA participants to be interviewed in the survey.

TABLE IV-1. Target Numbers of OCETA Participants to be Interviewed

	Received Skills Training	No Skills Training	Total
In PSE II-D Employment	50	50	100
II-D Eligible--Looking for Employment	50	50	100
Total	100	100	200

We attempted to obtain a representative, random sample of at least 50 interviews of II-D and II-D eligible OCETA participants in each cell of the table: (1) in PSE employment--with CETA skills training, (2) in PSE employment--with no CETA skills training, (3) II-D eligible participants looking for employment, with CETA skills training, and (4) II-D eligible participants looking for employment, with no skills training.

The number of interviews we actually completed is indicated in Table IV-2.

TABLE IV-2. Numbers of OCETA Participants Interviewed in Job-Preparation Research Project

	Received Skills Training	No Skills Training	Total
In PSE II-D Employment	51	50	101
II-D Eligible--Looking for Employment	50	80	130
Total	101	130	231

In the Job-Preparation Research Project, we conducted 51 interviews with OCETA participants in II-D jobs who had received CETA skills training; 50 interviews with CETA participants in II-D jobs who had not received skills training; 50 interviews with OCETA participants actively looking for employment who had received CETA skills training, and 80 interviews with OCETA participants who were looking for employment but did not have CETA skills training. The total number of participant interviews conducted was 231. There were 101 interviews with CETA participants in II-D jobs and 130 interviews with II-D eligible CETA participants actively seeking employment. In addition, there were 101 interviews with OCETA participants who had received skills training and 130 interviews with OCETA participants who did not receive CETA skills training. Again, these interviews were conducted with a random sample of OCETA participants in the different categories.

THE SUPERVISORS SURVEY

Another element of this research involved conducting a survey of the supervisors of OCETA participants in II-D jobs who were interviewed. The questionnaire used to interview the supervisors was written to address the same factors related to keeping jobs as the OCETA participant's survey. Hence this part of the research, in addition to providing useful information in itself, was designed to provide an independent check on the data reported by CETA participants with regard to a description and evaluation of job-preparation related factors. For each OCETA participant interviewed, a completed survey was obtained from his or her supervisor. One hundred and one (101) supervisor interviews were completed. These surveys were administered by mail.

THE JOB INTERVIEWERS SURVEY

We wished to follow a similar procedure with OCETA participants who were looking for work--in other words, to obtain completed job interviewer surveys for each of the II-D eligible participants looking for work whom we had surveyed. However, under the time constraints of the project, it appeared that only a percentage of these participants would receive a job interview--making this research approach infeasible.

Instead we obtained lists from the job developers and job counselors at the Employment Security Department, Youth Development, Incorporated, and Career Services for the Handicapped on a twice-weekly basis of the CETA participants who were referred to jobs. We called the personnel officer or someone else who performed that role at the places of employment where they were sent in order to explain the research project and determine whether the participants had, in fact, been interviewed for the job. If the OCETA participant had been interviewed and if the individual who interviewed him or her agreed to participate in the study, we mailed a survey form to be completed. Virtually all the private sector employers agreed to participate in the study.

The survey sent to the personnel people was similar to that used for job supervisors and addressed the same factors related to finding a job that were asked of OCETA participants. Because of delays in obtaining the necessary referral information from OCETA contract agencies, this element of the job-preparation research project will be submitted as a supplement to the final report. We anticipate completing between 50 and 100 interviews with job interviewers.

SAMPLE WEIGHTING

Because the study design was a stratified random sample, i.e. a random sample of specified strata in the selected CETA participant population, it was necessary to weight statistically the data to generate accurate findings. The following example will indicate why this was necessary. Although 22.1 percent of the sample of OCETA participants interviewed were PSE II-D employees who had skills training, 12.2 percent of the total population of selected CETA participants were PSE II-D employees who had CETA skills training. Had we simply calculated statistics directly using the responses which these individuals provided, we would have over-represented them with reference to all selected CETA participants. Therefore these individuals had to be statistically weighted to compensate for these differences. A summary of the weighting procedure employed is contained in Appendix A of this report.

SURVEY DESIGN

Three survey instruments were developed for this research:

(1) A questionnaire for OCETA participants,

(2) A questionnaire for supervisors of CETA participants in Public Service Employment jobs,

(3) A questionnaire for individuals in the private sector who interviewed II-D eligible CETA participants for employment.

The questionnaire for OCETA participants contained four parts related to: job finding factors; job keeping factors; attitudes and psychological factors related to finding and keeping a job; and a set of demographic questions. Not all the OCETA participants were asked to answer every part of the questionnaire. Those in PSE jobs were asked to answer all questions because these individuals were presumably trained in securing a job and would be in the job market shortly after this research was completed. However, CETA

participants looking for employment were not asked to respond to questions related to job keeping. This was because these individuals were less likely to provide accurate information about job keeping behaviors or skills as they were not employed at the time of the interview.

It was recognized that self-reported data has some inherent biases. In this survey two aspects of the research techniques employed mitigated the importance of this factor. First, the questions were posed in a way to elicit responses about past or current behavior in order to reduce self-reporting bias. Second, we were interested specifically in OCETA participants' perceptions and their relation to the associated evaluations by their supervisors and job interviewers. It is helpful, in developing training for this group of individuals, to understand the areas of agreement and disagreement between their self-evaluations and the evaluations of their employers.

The survey instruments for all three groups were drafted and reviewed by the staff of the Urban Observatory. After this each of the instruments was pre-tested with randomly selected OCETA participants, supervisors and job interviewers.

The CETA participant's surveys were administered by trained interviewers, face-to-face. The supervisor's surveys and the job interviewer's surveys were administered through the mail. Before the interviewer's survey was mailed, he or she was contacted by phone to explain the research and to request his or her assistance.

CETA PARTICIPANTS' RESPONSES TO SURVEY QUESTIONS DEALING WITH JOB FINDING

The first section of the OCETA participant's survey dealt with job-preparation factors related to finding and securing a job. There were two elements of this examination: measures of the participant's behavior during the job search, and measures related to the participants evaluation of their performance in trying to obtain a job. In this section, we will review the analysis of these data for the sample as a whole, and then examine differences in job seeking capabilities related to the OCETA participants' sex, education, age, number of previous jobs, and whether or not the participants had received CETA skills training.

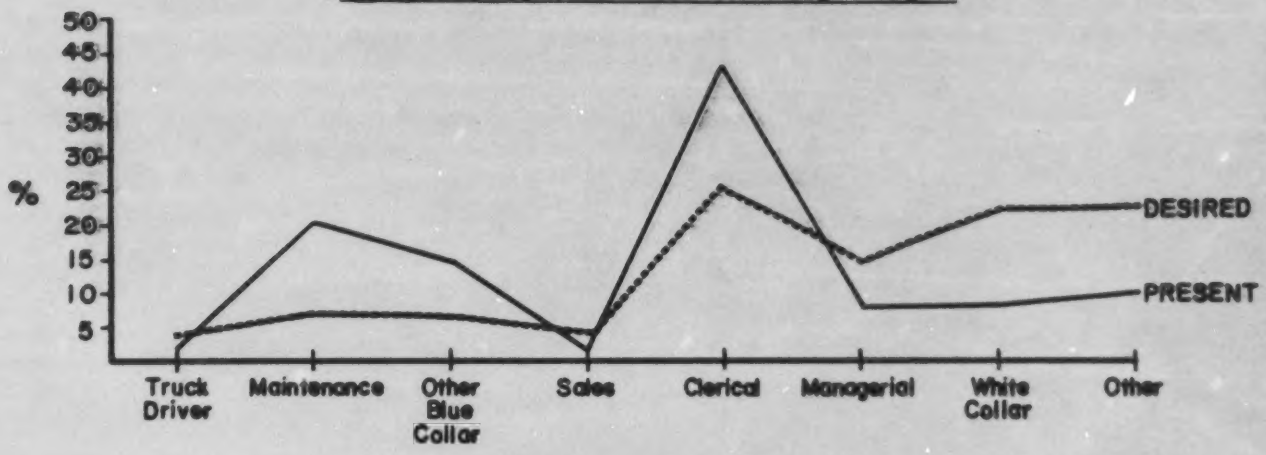
Job Seeking Behavior and Self-Evaluation Among All OCETA Participants.

In this section, we will review the data related to all OCETA participants' job-seeking capabilities. This is organized into various job-seeking areas. The reader is referred to Appendix B for the text of the questions asked in this survey.

Career Plans. Participants were asked a series of questions concerning whether or not they had specific career plans. The literature indicates that it is important to have realistic long-term employment goals in order to direct job seeking activity. Among Albuquerque OCETA participants, 54.0 percent reported that they had career plans in the employment area in which they were working or seeking employment and 23.2 percent had career plans in some other field (77.2% total). Eighteen point two (18.2) percent indicated they did not have or were uncertain about career goals.

Table IV-3 indicates the type of employment participants had or were seeking compared to the employment areas in which they reported career goals.

TABLE IV-3. Type of Work Sought by CETA Participants Compared to Jobs Held or Being Sought



The data indicate that participants had career objectives which were at a higher socio-economic level than the jobs they held or were seeking at the time of the survey. OCETA employment counselors should be sensitive to whether the career aspirations of participants are consistent with their educational and work backgrounds.

Employment Information Sources. The participants were asked which sources they would use to obtain information about available jobs. Table IV-4 indicates their responses to this question.

TABLE IV-4. Where to Look for Employment Information

Source	Percent
Newspaper	47.4
Employment Agency	40.5
Friends	29.9
Employment Office of Company	21.5
ESD-Microfiche	14.2
OCETA	13.4
Other Govt. Agency	10.7
Labor Unions	2.7
Other	34.4
TOTAL RESPONSES	214.7

Only about 1.0 percent of all participants said they did not know where they would seek employment information. However, the percentages of respondents who identified specific places to obtain employment information were relatively low. Only 47.4 percent of all respondents identified the newspaper as a job information source and this was the most frequently identified source. Only 21.5 percent of all respondents said they would inquire at the employment office of organizations possibly having job openings. The Employment Security Department microfiche and OCETA were named by few respondents, by only 2.7 percent and 13.4 percent of all participants respectively.

We asked if participants could name "government or government funded groups which could help someone find a job." Thirty-six point eight (36.8) percent could not. Of the remainder, 41.5 percent named OCETA and 7.1 percent identified Youth Development, Incorporated, the most frequently identified agencies.

Arranging for a Job Interview. Participants were asked how they would contact a potential employer in order to obtain an employment interview. The principal responses were: make a personal appearance, 55.3 percent of all respondents; telephone the employer, 22.8 percent; and send a resume, 8.7 percent. These responses and rates indicate the lack of well-defined plans with regard to how this might be accomplished.

Newspaper Job Advertisement Abbreviations. CETA participants were asked to identify abbreviations commonly found in newspaper want ads (see: survey in Appendix B). None of the participants could correctly identify all 16 of the abbreviations. Only 4.0 percent correctly identified 15 of 16 and 43.6 percent of the participants knew the meaning of eight or less of these abbreviations.

Resumes, Letters of Recommendation, Standard Job Applications. Job-preparation training emphasizes the importance of an effective resume, a completed standard job application to which the job seeker can refer in filling out a regular job application, and having one or more letters of recommendation. In the survey, we asked whether participants had each of these. Sixty point five (60.5) percent of all participants said they had a resume and 37.7 percent reported they did not. Forty point five (40.5) percent reported they had a completed standard job application and 58.9 percent reported they did not. Fifty-five point seven (55.7) percent of all participants had no letters of recommendation.

We also asked the participant which topics they should include in a resume. Table IV-5 reports the responses to this question and the rates of response. Sixteen point nine (16.9) percent of participants gave no response to this question. Table IV-5 contains the percentages for those who did respond.

TABLE IV-5. Topics Which Should be Included in Resumes

Topics	Percent
Employment Background	89.4
Name and Address	75.1
Educational Background	70.7
Telephone Number	48.3
Special Skills	42.0
Hobbies or Special Interests	31.9
References	30.1
Marital Status	20.5
Position Seeking	14.7
Health	10.8
Military Experience	7.6
Salary Requirements	6.0
Foreign Language	4.0
Available to Relocate	3.8
Organizations and Affiliations	3.0
Available to Travel	2.4
Other	30.7
TOTAL RESPONSES	490.9

Eighty-nine point four (89.4) percent said they would provide their employment background and 70.7 percent stated they would give their educational history. Beyond these two categories, the percent of respondents providing additional resume topics fell sharply to 42.0 percent of participants who said they would list any special skills which they had. The data indicate that, beyond the basics, participants had a weak understanding of the additional information which might be put on a resume to help secure a job.

Preparing for the Employment Interview. We asked the participants whether or not they researched the jobs they were interviewed for or the companies which had the job openings so they would be more effective in the interview. Twenty-one point one (21.1) percent said they "almost always" found out more about the job before the interview. Thirty-eight (38.0) percent reported, on a decreasing scale, that they "sometimes" to "almost never" inquired about the position before the interview. Eighteen point three (18.3) percent of the participants said they "almost always" learned more about the organization before the interview. Forty-six point two (46.2) percent of the participants said, on a decreasing scale, they "sometimes" to "almost never" found out more about the organization.

Participants were also asked whether or not they prepared for the interview by "thinking over questions which the interviewer might ask." Twenty-eight point one (28.1) percent stated that they "almost always" thought over likely questions. Fifty-four point two (54.2) percent said they "sometimes" to "almost never" reviewed such questions before the interview.

The Employment Interview. A series of questions in the survey dealt with what the respondent would "do or say" to convince the interviewer that the participant should be hired. Six point two (6.2) percent of the participants had no response to this question. The other response categories and rates appear in Table IV-6.

None of the responses mentioned was given by more than 50 percent of the CETA participants. Forty-nine point one (49.1) percent of the respondents indicated they would tell the interviewers that they were qualified for the position, the most frequently given response. The next most common response,

TABLE IV-6. What To Say or Do in an Employment Interview to be Hired

Categories	Percent
Qualified for Position	49.
Hard Worker	20.2
Dependable	18.4
Fit into Work Situation	16.3
Willing to Learn	16.0
Interested in Work	15.1
Cooperative Person	10.1
Nothing	6.2
Work Under Pressure	2.4
TOTAL RESPONSES	154.8

given by 20.2 percent of all participants, was that the participant was a hard worker. The reader is referred to the Table for the other response categories and rates.

The respondents were asked specifically how they would "relate to, or behave" with the employment interviewer in order to make a favorable impression. The answers provided are contained in Table IV-7.

TABLE IV-7. How To Behave in An Employment Interview

Behavior	Percent
Be Polite, Respectful	43.0
Act Naturally, Relax	40.9
Confident	13.3
Friendly	12.6
Engage in Questions & Answers	9.5
Show Interest in Job	5.5
TOTAL RESPONSES	124.8

The most commonly given response to this question was to be polite and respectful, given by 43.0 percent of the participants. The next most commonly given response was to be relaxed and act naturally which 40.9 percent of the respondents said was important.

The data in Tables IV-6 and IV-7 indicate that the participants were relatively vague about what they would do or say in an interview situation to secure a job. Only 14.1 percent of all participants said they would mention their previous job experience and only 6.4 percent said they would discuss their prior educational experience.

Learning the Outcome of the Job Interview. We asked whether or not the respondents called the employer back after the interview to find out whether he or she had been given the job. Job-preparation trainers suggest calling the interviewer back especially to obtain his or her evaluation of the interview. Twenty-six point four (26.4) percent of the participants said they "usually wait" or "almost always wait" for the employer to call them back. In addition, only 3.8 percent of those who said they called the employer back reported that they asked for an assessment of the interview.

Participants' Expectations Concerning Salary. Several authors maintain that low income individuals tend to anticipate a higher salary for their work than they are offered. In this survey, we asked the CETA participants a question regarding their salary expectations. Thirty-two point two (32.2) percent said that the jobs they were looking for generally paid less than they expected and 52.9 percent said these sought-after jobs usually paid about what they anticipated.

Participants' Evaluation of Their Job Applications and Job Interviews. We asked the participants a set of questions regarding how they evaluated their effectiveness in communicating their abilities through job applications and with regard to various aspects of their performance during job interviews.

With respect to the job application, fully 87.0 percent said they generally felt "good" after completing the applications, that they showed they could "make a contribution to the company" through the completed applications.

As part of a series of self-evaluation questions about the job interview we asked how comfortable the participant generally was in job interviews about the way he or she "looked or dressed." Eighty-one point four (81.4) percent said they were either "somewhat" or "very comfortable" with the way they looked or dressed. Participants were asked whether or not they were usually at ease with the person interviewing them. Eleven point five (11.5) percent said they were only "rarely" or "usually never" at ease in the interview. Sixty three point one (63.1) percent of the participants said they were at ease "most of the time" or "almost always." Participants were asked whether or not they communicated what they wanted about themselves to the person interviewing them. Sixty-eight point two (68.2) percent said they communicated well "most of the time" or "almost always." Finally, we asked whether the respondent generally found out during the interview what he or she needed to know about the job and the organization. Twenty-seven point five (27.5) percent said they "sometimes" or "usually" did not find out what they needed to know concerning the job and the organization.

Family and Peer Group Support for Obtaining a Better Job. The participants in the small group discussions conducted in this research believed that CETA participants were likely to receive little support and might even be discouraged by their families and friends when they sought new jobs. However, 78.8 percent of the survey respondents said they received a "great deal of support" from their family. In addition, a lesser number, 58.7 percent, said they received a "great deal of support" from their peers when they tried to find a new, better job.

Comment. Generally speaking the survey indicates that CETA participants were unskilled in accepted job-preparation techniques to find and secure a job. This lack of skills extends rather uniformly from sources of information concerning employment to interviewing and post-interviewing practices. At the same time, however, participants had a relatively high estimation of their abilities in these areas. It would appear that additional job-preparation training in virtually all job seeking, job-preparation areas was required by OCETA participants.

Participants' Job Seeking Competencies According to Demographic and Other Background Factors.

The data was analyzed to determine whether demographic or other background factors were associated with the participants' job seeking capabilities. The factors examined were: whether the participant received CETA skills training or not; the age of the participant; the number of previous jobs held; the sex of the participant; and the participant's educational level. This analysis provides information to differentiate the participants with regard to their strengths and weaknesses in job seeking areas and to inform the design of job-preparation training with regard to these differences among CETA participants. The principal findings with regard to these factors are reviewed below. The reader is referred to the survey instrument in Appendix B for the texts of the questions asked.

Comparison of Job-Preparation Capabilities and Related Factors Between CETA Participants Who Received CETA Skills Training and Participants Who Did Not. There were only moderate differences in the job finding skills and related factors between those who had and had not received skills training. When differences did exist, however, it generally held that those who had skills training had greater job seeking skills.

Individuals with skills training were more knowledgeable about places to look for employment information than those without skills training. Furthermore, participants with skills training were more likely to have a job resume and at least one letter of recommendation.

In terms of the employment resume, more people with skills training understood that it should include such topics as employment background, educational background, and other special skills than those who did not have skills training. With regard to the job interview, those who had skills training more frequently were aware of specific factors that they might talk about to support being hired.

Participants with skills training were also more likely to indicate that they received family support in finding a new, better job than those without CETA skills training.

There were no significant differences between participants who had and did not have skills training with regard to satisfaction with their communication of job skills in applications and during employment interviews, with how at ease they felt in interviews, and how comfortable they were with the way they looked and dressed during interviews. However, a higher percentage without skills training reported generally feeling they "should not have bothered" to go to interviews than those with skills training.

Comparison of Job-Preparation Capabilities and Related Factors of CETA Participants by Age. In this analysis we divided the respondents into three age categories--those between 17 and 25 years of age, 26 to 40 years of age, and 41 to 65 years old. Thirty-eight point five (38.5) percent of CETA participants were between 17 and 25. Forty-four point four (44.4) percent were between 26 and 40. And 17.0 percent were between 41 and 65 years of age.

With regard to career plans, the participants in the 41 to 65 age category were most likely to have career plans in managerial and other white collar fields.

The youngest group of workers, between 17 and 25, were most likely to rely on government employment agencies such as the Employment Security Department and OCETA for employment information. Participants between 26 and 40 were most likely to look for employment through the newspapers, friends, and private employment agencies.

Participants between the ages of 41 and 65 identified more standard newspaper job advertisement abbreviations, and were most likely to have a resume and a completed standard job application. Participants in the 26 to 40 year age bracket most frequently had one or more employment recommendations. In each of these instances, the youngest category of participants were least prepared.

Participants between 17 and 25 were most likely to report they would include their educational background and information about their health in their resumes. Those in the middle age category were most likely to refer to their employment background in their resumes. A higher percentage of those in the 41 to 65 age bracket said they would refer to their "special skills or abilities" than participants in the other age groups.

Participants in the 26 to 40 age group most frequently said they learned more about the jobs they were seeking and prepared for typical questions which arose in job interviews than those in the other age categories. The youngest group of participants was most likely to focus on their qualifications for the job in an employment interview and the oldest group of workers was most likely to bring up other personal qualities which were important for employment.

With regard to support from the participant's family for finding a new, better job, participants between 26 and 40 most frequently reported that they received family support and workers between 41 and 65 indicated they received the least family support. With regard to peer group support for finding a new, better job, a higher percentage of the oldest group of participants said they received support. The youngest group reported they received the least support.

Several questions measured the participant's self-evaluation of previous job applications and job interviews. These questions dealt with an overall evaluation of the completed job applications; whether they felt at ease during interviews; whether they felt they fit in to the organizations where they interviewed in terms of appearance and dress; and how well they communicated in the interviews. In terms of each of these factors, except that related to job applications (where there were no significant differences between groups), a higher percentage of the oldest group of workers believed they were successful. The youngest group believed they were the least successful. However, participants in the oldest group most frequently reported they felt discouraged after job interviews. Participants in the youngest group felt least discouraged after employment interviews.

Comparison of Job-Preparation Capabilities and Related Factors of CETA Participants by Number of Previous Jobs Held. We conducted an analysis of the data by the number of paying jobs previously held by participants. Forty-five (45.0) percent of all participants said they held from zero to five previous jobs. Thirty-three point four (33.4) percent reported that they held from six to ten previous jobs. And the remainder, 21.6 percent, said they had 11 or more previous jobs. The analysis of the data indicated that the differences in job-seeking capabilities between these groups were very similar to those exhibited by age difference. For this reason, we have not included these findings here.

Comparison of Job-Preparation Capabilities and Related Factors of CETA Participants by Sex. In this portion of the analysis we examined job finding skills and other factors of male participants compared to female CETA participants. Forty-nine point six (49.6) percent of the participants were males and 50.4 percent were females. We found that sex was a reasonably good indicator of job seeking capabilities, wherein females, almost invariably, were better prepared than males.

Female participants were more likely to report having career plans than males. Females were also more likely to know about various sources of employment information than were males. In addition, they tended more frequently to have a resume and a completed standard job application and to know more common abbreviations used in newspaper advertisements.

The female participants were also more likely to know that specific factors such as educational background, employment background, and special skills and interest should be included in their employment resume than were males. In the job interview situation, more females said they would emphasize their qualifications and willingness to learn. More male participants responded that they would discuss their dependability and being a hard worker.

Female participants were also more likely than males to report learning more before the interview about the job for which they were applying and the organization in which it was located. In addition, females more frequently said they called employers back after the interview to learn the outcome of the interview.

A higher percentage of female CETA participants said they received peer support for finding a new, better job than the male participants.

With respect to self-evaluation related to job-seeking, females were more likely to say they were satisfied with their completed job applications

and that they felt comfortable with how they fit into the organizations where they were interviewed than males. Males, in general expressed greater disappointment with their performance in job interviews.

Comparison of Job-Preparation Capabilities and Related Factors of OCETA Participants by Education. Of all OCETA participants in the study, 19.7 percent had less than a high school diploma, 35.4 percent had a high school diploma or GED, and 44.8 percent had some college training or more education. We compared the job seeking capabilities of OCETA participants by these three groups. In general, we found that educational level, like sex, tended to be closely associated with possessing job finding skills; namely, that those with more education had greater job finding skills.

Those with at least some college training reported having career plans more often than those in other educational categories. Participants with less than a high school diploma were least likely to report having career plans. Furthermore, those with higher educational levels were more aware of the different sources of employment information. More participants with less than a high school diploma knew of government supported employment offices than participants with greater education.

In terms of identifying common newspaper employment ad abbreviations, having a resume, at least one letter of recommendation and a completed standard job application, those with some college or more were best prepared for securing a job.

Furthermore, those with some college or more had the most elaborated concept of the topics which should be mentioned in an employment resume. As with the factors mentioned in the paragraph above, this relationship fell off directly with decreasing education.

With regard to finding out more about the job and the organization in which the job was located, and preparing for questions which might be asked in the interview, those with some college or more, again, were best prepared. Participants with the least education were also least likely to prepare themselves for obtaining employment in these ways.

In the job interview, those with a greater education were more likely to mention their qualifications for the job and their interest in the work. Those with less than a high school diploma were most likely to mention that they were dependable and hard workers compared to those in the other educational groups.

In terms of self-evaluation of job seeking experiences, those with greater education tended to be more satisfied with their job applications, with the way they fit into places where they interviewed in terms of dress and appearance, and more often reported that they were at ease in job interviews. CETA participants with less than a high school diploma most often said they "should not have bothered" to go to the job interview.

RESPONSES TO SURVEY QUESTIONS DEALING WITH JOB KEEPING

In the CETA participant's survey we asked a series of questions related to work habits which we believed to be associated with retaining employment. In addition we asked a set of questions concerning participants' descriptions of their employment conditions and psychological or attitudinal states which also might be related to maintaining employment. Furthermore, we interviewed the supervisors of these participants, asking them for an overall evaluation of the employees they supervised and other questions which complemented those

asked participants concerning their work behavior, work-related attitudes and so on. One hundred and one (101) interviews were completed with participants and with their supervisor.

In this section of the report, the results of several analytic approaches are presented. First, the information provided by both employees and supervisors are presented related to work behavior, attitudes toward supervisors, and support from family and peers. Second, the participants' assessments of different aspects of their employment conditions are presented, and the relationship between these and job satisfaction. Third, attitudinal and other psychological-type data related to participants, elicited from both participants and supervisors, are provided in terms of their relationship to supervisors' general evaluations of the PSE employees. Fourth, we examine PSE employees' demographic and other background characteristics for their relationship to the supervisors' evaluations. Fifth and finally, the total set of employment factors which might theoretically account for job success are placed into a predictive model of the general supervisors' evaluations of PSE participants. This was done in order to determine which behaviors, attitudes or psychological characteristics are significantly related to supervisors' ratings.

Employees' and Supervisors' Estimations of Work-Related Behaviors and Attitudes of CETA Participants in PSE Employment.

In the supervisor's survey respondents were asked to evaluate the employees they supervised in an overall way. In addition, a number of questions in both the supervisor's and the participant's surveys dealt with the PSE participants' work related behavior and associated factors. Table IV-8 provides the overall evaluations of participants by their supervisors.

TABLE IV-8. Overall Evaluation of OCETA PSE Employees By Their Supervisors

Evaluation	Percent
Very Good	29.4
Good	41.4
Somewhat Good	16.2
Mixed	6.5
Rather Poor	3.4
Poor	2.5
Extremely Poor	.8

Fully 70.8 percent of all PSE participants were rated on a seven point scale as "very good" or "good" by their supervisors. Only 3.3 percent were evaluated as "poor" or "extremely poor." The findings in this entire section should be considered in the context of this positive estimation of PSE employees.

Responses related to specific questions concerning participants' work-related behavior and associated factors are presented in Table IV-9. The reader is referred to the questionnaires in Appendix B for the exact wording of these questions.

TABLE IV-9. Participants' and Supervisors' Evaluations of Work Related Behaviors and Related Factors of CETA Participants in PSE Jobs

Work Related Behavior	Percent of Participants	Percent of Supervisors
At Work on Time (Almost Always)	81.4	53.2
Misses Work (Almost Never)	62.6	46.1
Looks and Dresses on Job:		
Participants (Fits Right In)	90.4	
Supervisors--Dress (Very Good)		34.5
Grooming (Very Good)		40.7
Posture (Very Good)		31.0
Hygiene (Very Good)		50.0
Finishes Job Tasks on Time (Almost Always)	76.1	53.3
Completes Job Tasks Correctly (Almost Always)	68.3	45.6
Shows Initiative in Taking on New Work:		
Participants (Starts New Work--Almost Always)	44.7	
Supervisors (Initiative--Very Good)		30.6
Shows Creativity in Completing Job Tasks:		
Participants (Creative--Almost Always)	4.0	
Supervisors (Creativity--Very Good)		17.4
Knows What is Expected Concerning Job Tasks (Almost Always)	55.0	49.4
Understands How Office is Run (Very Well)	66.0	41.5
Up-Grades Job Skills:		
Participants (Yes)	88.6	
Supervisors (Very Good/Good)		68.8
Relates Well With Co-Workers (Very Good)	78.1	59.1
Cares About Organization:		
Participants (Cares Very Much)	69.4	
Supervisors (Very Good)		30.7
Satisfied With Job Tasks (Almost Always)	54.4	35.1

By and large PSE employees were rated highly on these particular employment factors by their supervisors. These employees also evaluated their own work habits and related factors very highly.

Table IV-9 indicates the percent of respondents providing the most positive response which the respondent--whether CETA participant or supervisor--could give on the scales offered in the question. This reporting format was used because of the generally high estimation of these factors by both groups.

Eighty-one point four (81.4) percent of CETA PSE participants said they "almost always" got to work on time. In comparison, 53.2 percent of the supervisors said that PSE participants almost always arrived at work on time. Fully 80.3 percent of supervisors reported that participants got to work on time either "almost always" or "most of the time." However, the responses to this question showed one of the largest disparities between participants' and supervisors' evaluations of participants' work behavior.

In response to the question concerning how often participants missed work, 62.6 percent of the participants and 46.1 percent of the supervisors said they "almost never" failed to show up. Seventy-seven point nine (77.9) percent of the supervisors reported that participants "almost never" or "rarely" missed work. As with the previous question, there was a notable difference between the evaluations of participants and of supervisors with regard to this factor.

Related but differently posed questions were asked of supervisors and participants concerning the participants' dress, grooming and associated factors. Participants were asked "how well" they believed they "fit in" where they worked in terms of the way they looked and dressed. Supervisors were asked to rate the employees separately on five-point scales ranging from very good to very poor in terms of dress, grooming, posture/body

language, and hygiene. Fully 90.4 percent of all participants rated themselves as highly as possible on this factor--reporting that they "fit right in" and were "very comfortable with appearance at work." The supervisors ratings were uniformly lower. The following are the percentages of the supervisors evaluating the PSE employees as very good: dress--34.5 percent; grooming--40.7 percent; posture--31.0 percent; and hygiene--50.0 percent. Among these four factors, dress and posture were generally rated lowest by supervisors. Of all the evaluative factors in Table IV-9, the greatest disparities between supervisors' and participants' ratings were with regard to these four factors.

We asked two related questions regarding finishing job tasks on time and completing job tasks the way the supervisors wanted them done on the first attempt. Seventy-six point one (76.1) percent of the participants and 53.3 percent of the supervisors said that they "almost always" finished their job tasks when expected. This figure rose to 89.5 percent for supervisors when one combined the responses in the "almost always" and "most of the time" categories. In terms of finishing job tasks correctly the first time, 68.3 percent of the participants and 45.6 percent of supervisors said that they "almost always" did so. Eighty-four point one (84.1) percent of the supervisors reported that PSE employees "almost always" or "most of the time" finished job tasks as expected the first time.

The survey questions concerning worker initiative were worded differently in the participant's and the supervisor's surveys. In the participant's survey, the question was introduced as follows: "Some workers wait for their boss to tell them what needs to be done. Others start new work on their own." Participants were then asked to characterize their own behavior. In the supervisor's survey, supervisors evaluated PSE employees on a five point scale in terms of the criterion: "Initiative; Looks for new work, new ways

to be helpful." Forty-four point seven (44.7) percent of the participants and 30.6 percent of the supervisors gave the highest rating on these scales. Seventy-three point seven (73.7) percent of supervisors ranked participants as "very good" or "good" in terms of initiative.

Two differently worded questions also were asked to evaluate worker creativity. Participants were asked to assess their work habits on a scale which ranged from "Almost always get job tasks done just the way the supervisor expects them to be done" to "Almost always tries to improve the way the job tasks are done." Supervisors were asked to evaluate workers on a five point scale in relation to the criterion: "Creativity--Finds ways to improve the way the job tasks are done." Only 4.0 percent of the participants said they tried to be creative "almost all of the time." Twenty-five (25.0) percent reported that they tried to improve the way job tasks were done "most of the time" or "almost all the time." Seventeen point four (17.4) percent of the supervisors evaluated PSE employees as "very good" on this scale. Sixty-one point eight (61.8) percent ranked participants as "very good" or "good" in terms of creativity. The disparity between the responses on this factor may be due to uncommunicated differences between supervisors and participants regarding how job tasks should be done. Supervisors seemed to indicate that they viewed employee creativity more positively than the participants believed.

Survey respondents were also asked whether PSE employees knew what was expected of them by their supervisors concerning specific job tasks. Fifty-five (55.0) percent of the participants and 49.4 percent of the supervisors reported that they "almost always" knew what was expected. The relatively lower percentage of PSE participants in relation to supervisors responding in this manner indicates that more effective communication of job tasks between supervisors and employees may be needed.

Participants and supervisors were asked how well the PSE employees understood how the office was run, including "how his or her job fit into" the way things were done. Sixty-six (66.0) percent of the participants and 41.5 percent of the supervisors reported that they understood "very well" how the office operated.

The job-preparation literature indicates that employers favorably view workers who up-grade their job skills. Eight-eight point six (88.6) percent of PSE participants stated that they had "improved or up-graded their job-related skills" while employed at their present job. This unusually high figure is due principally to Albuquerque OCETA's provision of skills up-grade classes for participants. Sixty-eight point eight (68.8) percent of supervisors rated employees as "very good" or "good" in terms of upgrading job skills.

Of all CETA PSE participants, 78.1 percent said that they got along very well with co-workers. Comparatively, 59.1 percent of all supervisors evaluated PSE employees as "very good" in terms of relating to co-workers. Ninety-three point eight (93.8) percent believed PSE employees were "very good" or "good" in terms of this factor.

We asked PSE participants and their supervisors about the participants' satisfaction with their jobs. While 54.4 percent of the participants reported that they were very satisfied, only 35.1 percent of the supervisors believed that CETA PSE participants were "very satisfied" with the tasks they were asked to do.

CETA PSE Participants' Characterization of Their Jobs.

Participants were asked a series of questions which allowed them to describe and evaluate their PSE jobs on a number of different dimensions. Table IV-10 provides the resulting data. The reporting format is the same as the previous table.

TABLE IV-10. Description and Evaluation of Different Characteristics of Their Jobs By CETA PSE employees

Question	Percent
Given too much work (Not at all True)	68.1
Need to Work in a Group (Almost Always)	44.9
Co-Workers Friendly and Helpful (Very True)	78.8
Given Freedom to Decide How to Do Job (Very True)	47.8
Allowed Creativity in Deciding How to Do Job (Very True)	31.4
Given Educational Release Time (Some)	61.3
Feel Stress or Tension on Job (Almost Never)	46.5

Participants rated their jobs most favorably in terms of the amount of work they were asked to do and the friendliness and helpfulness of co-workers. Most organizational psychology literature maintains that job tasks which allow worker freedom and creativity are associated with positive evaluations of employment. Given this assumption, the PSE jobs were most critically evaluated in terms of limited freedom and creativity in carrying out job tasks.

Some other questions which were largely descriptive in nature were also asked. Forty-six point five (46.5) percent of PSE participants said they "almost never" felt stress or tension on the job. Forty-four point nine (44.9) percent of participants said they almost always worked in groups to complete job tasks. Finally, 61.3 percent reported that they were given at least some educational release time on their jobs.

CETA PSE Participants' Characterizations of their Supervisors and Related Supervisors' Assessments.

We asked participants to evaluate their supervisors on a number of different dimensions. These data are presented in Table IV-11.

TABLE IV-11. CETA PSE Employees' Evaluations of Their Supervisors and Related Supervisors' Assessments of PSE Employees

Participants' Evaluations	Percent
Supervises too Closely (Not at All True)	83.6
Supervises too Loosely (Not at All True)	82.1
Too Critical (Not at All True)	82.9
Does Not Explain Job Tasks (Not At All True)	78.8
Stubborn (Not At All True)	84.0
Unfriendly (Not At All True)	92.7
Supervisors' Evaluations	
How Does Employee Receive Supervision (Very Well)	53.5

The percentages reported for each criteria are the percents of respondents providing the most favorable rating. Eighty-three point six (83.6) percent of PSE participants said that it was "not at all true" that their supervisors reviewed their work too closely. Eighty-two point one (82.1) percent said it was "not at all true" that they were supervised too loosely. Eighty-two point nine (82.9) percent reported it was not true that their supervisors were too critical. Seventy-eight point eight (78.8) percent stated it was "not at all true" that their supervisors failed to explain job tasks sufficiently. Eighty-four point eight (84.0) percent of all PSE participants said that it was not true that their supervisors were stubborn. Finally virtually all participants (92.7%) reported that their supervisors were friendly.

In turn we asked the supervisors how well PSE employees received supervision. Fifty-three point five (53.5) percent said the employees performed "very well" in terms of this criterion. Eighty-nine point six (89.6) percent of the supervisors evaluated the PSE participants as "good" or "very good" in terms of receiving supervision.

Job Characteristics Associated with PSE Employee Satisfaction.

We subjected these data to further analysis by using regression analysis to attempt to predict employee satisfaction in terms of the factors above; namely, amount of work given, working in a group, co-worker relations, freedom, creativity, educational release time, stress or tension on the job, and a supervisor's index. The supervisor's index was derived by calculating a simple mean of the participant's ratings of their supervisor according to the different criteria contained in Table IV-11.

The three job characteristics which were significantly associated with employee satisfaction were co-worker relations, the supervisor's index, and stress or tension on the job. Each of these was statistically significant at $p \lesssim .01$. All of these factors combined were relatively effective in predicting PSE employee satisfaction ($p \lesssim .01$). The multiple correlation coefficient for all of these factors and job satisfaction was .54 ($R^2 = .30$).

These data indicate that relatively immediate inter-personal employment conditions such as co-worker and supervisor relations have most to do with employment satisfaction for this group of workers. More abstract job characteristics such as freedom and creativity had relatively little to do with over-all job satisfaction for these individuals.

Support From Family and Peers for CETA PSE Employees on Their Jobs.

Participants and supervisors also were asked about the nature and extent of reinforcement from participants' family and peers for performing their jobs. These data are described in Table IV-12.

TABLE IV-12. Support For CETA PSE Employees From Their Family and Peers and Related Supervisors' Assessments.

CETA PSE Participants	Percent
Support From Family (A Great Deal)	69.9
Support From Peers (A Great Deal)	55.5
CETA Supervisors	
Does Participant's Family or Personal Life Interfere With Job (Not At All)	62.0

Sixty-nine point nine (69.9) percent of all participants reported that they received a "great deal of support" from their family. Only 3.2 percent reported that their family made it "a little harder" or a "great deal harder" to maintain their jobs. Somewhat fewer participants, 55.5 percent, reported that they received a great deal of support from their peers to maintain their jobs. Only 2.8 percent reported that their peers made it a "little harder" or a "great deal harder" to do their jobs.

We asked supervisors whether the PSE employees' "family or personal life interfered with the way he or she does the job." Sixty-two (62.0) percent reported that these individuals did not interfere "at all" with the participants' work.

Participants' Attitudes and Other Personality Factors Related to Job-Keeping

The following sections deal with personality and other attitudinal factors of CETA PSE employees. These factors are examined for their utility in predicting supervisors' overall evaluations of these PSE participants.

Relationship Between Supervisors' Assessments of PSE Employees Overall and of Their Work-Related Attitudes and Other Personality Factors. We asked supervisors to evaluate CETA PSE participants on a number of work-related personalities and other characteristics. Table IV-13 provides information concerning the relationship of these characteristics and supervisors' overall evaluations of participants.

TABLE IV-13. Association Between Supervisors' Evaluations of Participants' Attitudes and Other Personality Factors and Their Overall Evaluations of CETA Participants

Characteristic	Correlation*
Motivation	.62
Self-Confidence About Job	.57
Self-Confidence About Life	.54
Assertive - Takes Charge of Life	.56
Enthusiastic About Job	.56
Responsibly Undertakes Job Tasks	.57
Flexibly Completes Job Tasks	.56
Courteous, Respectful	.46
Relates Well With Co-Workers	.39
Emotions Under Control	.28

*All correlations statistically significant at $p \leq .01$.

PSE participants evaluated favorably by supervisors in terms of motivation, responsibility and self-confidence about the job, were also evaluated positively overall. Conversely, less specifically task-related factors, i.e., courteousness, self-control and co-worker relations--were least closely associated with the supervisors' overall evaluations.

This analysis was taken further by determining how well personality and other attitudinal characteristics as a group predicted the supervisors' evaluations of these workers. All of the variables reported in Table IV-13 were

used in a regression analysis, with the supervisors' overall evaluations as the dependent variable (the factor which we tried to predict). The multiple correlation between all of these factors and supervisors' assessments was $r = .68$ ($R^2 = .47$) which was statistically significant ($p \leq .01$).

Relationship Between Supervisors' Assessments of PSE Employees Overall and PSE Employees' Assessments of Their Work-Related Attitudes and Other States. We also asked the PSE participants to evaluate themselves on a set of psychological dimensions. We were unable to ask these questions as directly as we did to supervisors because employees were likely to respond with bias if we had done so. The factors we evaluated are contained in Table IV-14. In this table simple bi-variate measures of association between these factors and supervisors' evaluations are reported.

TABLE IV-14. Relationship Between Supervisors' Evaluations of PSE Employees Overall and Employees' Reports Concerning Their Attitudes and Other Psychological States

Characteristic	Correlation
Unable to Work Under Pressure	-.23*
Trouble Concentrating	-.14*
Willing to Admit Mistakes	.14
Courteous	.08
Help Someone in Need	.10
Flexible	.09
Expect To Succeed	.16*
Knows What to Want Out of Life	.03
Life is Worthwhile	.04
Others Do Not Understand (Participant)	-.01
Feel Low in Spirits	-.06
Feel Inferior to Others	-.04
Feel Trapped or Caught	-.14
Feel Like Smashing Things	-.09
Hopeless About the Future	-.14*

*Statistically significant at $p \leq .01$.

Compared to the supervisors' evaluations of specific attitudinal or other personality characteristics, each of these factors is a relatively poor predictor of supervisors' overall evaluations. The self-reported psychological factors which were most closely associated with supervisors' evaluations were: inability to work under pressure ($r = -.23$) have trouble concentrating ($r = -.14$); feel hopeless about the future ($r = -.14$); expect to succeed in undertakings ($r = .16$). Overall these data indicate that pre-training participant attitude evaluations of this type are likely to be ineffective in predicting employment success. However the assessment of some factors which appear to be immediately associated with job performance, e.g. ability to concentrate and ability to work under pressure, may help in counseling and developing training for CETA participants.

All of these factors were used to determine whether, as a whole, they predicted supervisors' overall evaluations. The multiple correlation coefficient found was $r = .27$ ($R^2 = .08$)--indicating a relatively weak association between all of these measures and supervisors' evaluations. However this relationship overall was statistically significant ($p \leq .01$).

Relationship Between PSE Participants' Demographic and Other Background Characteristics and Supervisors' Evaluations.

We examined the association between the following factors: education; number of previous paying jobs; whether or not the participant received CETA skills training; ethnicity; age; marital status; veteran status; whether or not the participant was handicapped; and sex and supervisors' overall evaluations of PSE employees. These data are summarized in Table IV-15.

TABLE IV-15. Association Between PSE Employees' Demographic and Other Background Characteristics and Supervisors' Evaluations

Characteristic	Statistical Significance
Education	n.s.
Number of Previous Jobs	n.s.
Skills Training	n.s.
Ethnicity	sign. ($p \lesssim .01$)
Age	n.s.
Marital Status	n.s.
Veteran Status	sign. ($p \lesssim .01$)
Handicapped Status	n.s.
Sex	sign. ($p \lesssim .01$)

Of all these factors only three were significantly associated statistically with supervisors' evaluations (at $p \lesssim .01$). These were ethnicity, veteran status, and sex. With regard to ethnicity, the average supervisor evaluations on a seven point scale were as follows: Anglo--6.4, Black--6.2, and Hispanic--5.8. Veterans were evaluated significantly less positively than non-veterans (5.3 and 5.9, respectively). In addition females were evaluated significantly more favorably than males (6.0 and 5.6, respectively).

Importantly, educational background, age, CETA skills training, and handicap status were not significantly associated with supervisors' evaluations of PSE participants.

We examined further the relationship between supervisors' evaluations and whether or not CETA participants had received CETA skills training. We conducted an Analysis of Covariance which compared the differences in supervisors' evaluations between these two groups (those who had received and those who had not received CETA skills training)-- after sex, veteran status, and ethnicity were statistically controlled for or made equivalent between these two groups. This method removes the effects of differences between those two

groups in the demographic factors found to be significantly associated with supervisors' evaluations. The Analysis of Covariance confirmed that there was no statistically significant difference with regard to supervisors' evaluations between those who had and who had not received CETA skills training.

A Predictive Model of the Factors Associated with Supervisors' Evaluations of CETA PSE Employees.

In this section we examine the relationship between the complete set of supervisors' evaluations of PSE participants' work habits, attitudinal and personality characteristics and supervisors' overall evaluations. The analysis was conducted to determine how well, as a group, these factors predicted overall supervisor evaluations and which individual factors were significantly related to overall evaluations. The bi-variate measures of association between the work-habit and other variables and supervisor evaluations are contained in Table IV-16. These are correlations which have not been reported previously for factors used in this general predictive model.

TABLE IV-16. Association Between Supervisors' Overall Evaluations of CETA PSE Participants and Their Assessments of Work-Related Characteristics or Behaviors

Characteristic or Behavior	Correlation
At Work on Time	.21
Misses Work	−.17
Dress	.44
Grooming	.37
Posture	.43
Hygiene	.35
Finishes Tasks on Time	.37
Show Initiative	.50
Show Creativity	.49
Knows What is Expected Concerning Job	.55
Understands How Office is Run	.44
Up-Grades Job Skills	.51
Cares About Organization	.53
Satisfied with Job Tasks	.51
Receives Supervision Well	.59
Personal Life Interfers	−.11*

*Not statistically significant at $p \gtrsim .01$.

These data indicate that factors specifically associated with job performance, i.e., completes job tasks correctly, motivation, creativity, knows what is expected concerning job tasks, upgrades job skills; and relationship with the supervisor; job satisfaction; and concern for the organization were significantly associated with supervisors' evaluations ($p \gtrsim .01$).

In our final analysis, we examined the association between the supervisors' assessments of PSE employees job habits, attitudes and other personality factors and t ir general evaluations of the employees. These are the variables from the supervisor's survey contained in Tables IV-9, IV-11, IV-12, and IV-13.

The multiple correlation between all of these factors and supervisors' assessments was .80 (R^2 = .64) which was statistically significant at $p \gtrsim .01$.

The individual factors which were significantly associated with overall PSE employee evaluations (at $p \gtrsim .01$) were: employee flexibility, how well the employee received supervision; employee courteousness; employee job satisfaction; and employee self-confidence about life. One unusual finding in this analysis was that specific job skill capabilities apparently had less to do with supervisors' satisfaction with PSE employees than other desirable work habits and attitudes. The general statistical irrelevance of competence measures indicated in this analysis may be due to the overall favorable evaluations by supervisors of employee competence and/or a high inter-correlation between these competence measures and one of the other factors, such as flexibility, which was found to be significantly associated with overall evaluation. In any case, the identified work characteristics span a broad range of behaviors and attitudes from specific task-oriented activity such as flexibility through relationship with the supervisor and general courteousness, to general self-confidence and satisfaction with the job. This clearly indicates that supervisors evaluated PSE employee on a broad range of factors and did not concentrate narrowly on specific job task capabilities.

SUMMARY

The following conclusions are drawn from the survey findings and relate to the development of job preparation training for CETA participants.

1. OCETA participants almost invariably were ill prepared in terms the job-seeking skills identified in the job-preparation literature.

2. The following groups of OCETA participants generally had higher levels of skills in the various job-seeking areas: women, those with greater education, those who had received OCETA skills training, and older participants.

3. The following groups of OCETA participants had generally lower levels of job-seeking skills: males, younger workers, those with less education than a high school diploma, and those who had not received CETA skills training.

4. The following CETA participant groups expressed greater discouragement in their job-seeking efforts: males, older participants, and participants with less than a high school diploma.

5. The job-seeking skills exhibited varied in unique ways with regard to some factors for these different groups of CETA participants. The reader is referred to the specific analysis of these findings for more information.

6. OCETA participants in PSE jobs were given very favorable evaluations in general and with regard to specific job-keeping areas by their supervisors.

7. The following groups of PSE employees were rated more positively overall by their supervisors: women, non-veterans, and Anglos. OCETA PSE employees did not differ in terms of their supervisors' evaluations by other background and demographic factors such as education, handicapped status, and age.

8. There were no statistically significant differences between PSE employees with skills training and without skills training in terms of overall supervisors' evaluations.

9. PSE employee job satisfaction was most closely associated with their relationship with co-workers, their relationship with their supervisor, and how much stress or tension they experienced on the job.

10. Supervisors' assessments of workers' job-related attitudes and personality characteristics were strongly associated with their overall evaluations of the PSE employees. However, measures of attitudes and personality characteristics elicited from OCETA PSE employees were only weakly related to their supervisors' overall evaluations.

11. In general, supervisors' evaluations of specifically job-related work habits of OCETA PSE employees were associated with their overall evaluations of these employees.

12. When all factors were considered, supervisors evaluated OCETA PSE employees in terms of the following job-keeping factors: their flexibility in completing assigned job tasks, how well they received supervision, their courteousness, their satisfaction with their jobs, and their general confidence about the future. This represented a varied and holistic evaluation of the participants.

SECTION V

EVALUATION OF AVAILABLE NATIONAL AND LOCAL JOB PREPARATION PROGRAMS FOR POTENTIAL IMPLEMENTATION BY ALBUQUERQUE OCETA

Collection of job preparation training packages was handled in two categories: local and national. We were given a number of sets of material which had been sent to the OCETA locally. To obtain national packages, we called CETA sponsors, providers of training, clearinghouses, and training organizations which were identified through publications and other sources. A partial list of those contacted includes: National Alliance of Business Clearinghouse; CETA sponsors in Colorado Springs, Phoenix, El Paso, Austin, Tucson, Pueblo, San Antonio, Denver; Employment and Training Library (Denver), Region VI CETA Office in Dallas; League of Cities; National Association of Counties and others. (See: Section II, Preliminary Report of the OCETA Job Prep Research Project, p. 9.)

We asked for information about job preparation programs and/or evaluations of such programs. All responses received whether in the form of a brochure, an article, an actual proposal or a simple resume are included as Appendix material along with whatever program material was already on hand at the local OCETA office.

Locally, we published a notice in the Albuquerque Journal/Tribune as well as the Santa Fe New Mexican which is included below. Replies to this ad are included as Appendix material. The ad asked for a skeletal outline of a job preparation program and was considered a statement of capability. The phone number of the Observatory was included in the local notice so that our intentions could be clarified; that is, we were able to inform each inquirer that we were collecting capability statements, not issuing bids for training. We did this because we felt it was imperative to inform potential providers that our contract with OCETA was for the development of an assessment process, not the awarding of contracts.

This notice ran March 13-17 in the Albuquerque Journal, Tribune and the Santa Fe New Mexican:

> The Albuquerque Urban Observatory, University of New Mexico, requests submission of proposals from parties interested in providing training in the area of job preparation, job search and job keeping for 300-500 unemployed CETA eligible participants. Proposals must be no longer than 4 pages in length and provide the following: participant behavioral objectives, course content and design, length, cost, number and name of instructors, participant/instructor ratio, names and phone numbers of two organizations for whom offerer has provided job preparation training. Proposals will be accepted until 5 PM on March 20, 1981. Inquiries may be addressed to Glo Cantwell, 277-5638.

Before attempting any evaluation of the training materials, we developed a set of criteria fashioned into a matrix to assist us in identifying particular characteristics of individual programs. Categories were established according to accepted training design principles based on (1) our experience in the training field, (2) principles of adult learning and (3) the particular target audience of OCETA programs. This matrix is included as Appendix C of this report.

An initial appraisal of national packages was completed for the presence or absence of the specified set of criteria (see matrix design). The programs which did not meet at least 75 percent of these criteria were separated out. A final review of the remaining documents was completed which involved a qualitative judgment of general applicability based on completeness, relevancy to an OCETA population, and design principles.

Local submissions were handled in much the same manner: a condensed set of criteria for evaluation were listed in the public notice. Programs which addressed 75 percent of these criteria were then subjected to a

qualitative evaluation of general applicability based on the same areas as the national packages.

The mailing addresses of those organizations whose materials were received are contained in Appendix D of this report.

LIMITATIONS AND CONSTRAINTS

This section of the report is not to be considered a recommendation for specific providers of future CETA training contracts. It is, however, an aspect of our contract with OCETA to recommend, as a result of our surveys and other research, types of training which would most appropriately fulfill local needs. It is highly possible that other bidders will surface when actual Requests for Proposal are issued. These recommendations are given more with an eye to what should be considered and included in a viable training package under the most optimum conditions. We would strongly recommend that all training organizations named in the body of this report receive a copy of the OCETA training Request for Proposal when it is issued.

It should also be stressed that:

1. Only packages which were available were studied;

2. Locally obtained packages were received as a result of both public notice and informal submissions to OCETA. None of these packages was the result of a request for a full scale formal response, hence, the informality of many of those included.

3. In reviewing the final packages, obviously some criteria were seen as more important than others (given the results of the surveys and our professional judgment relative to program design and relevancy).

There was no quantitative or numerical weighting.

The most important criteria which were used to finally evaluate the training packages were the following:

1. Did the package or proposal indicate that the trainers could use participant behavioral or performance objectives?

2. Did the proposers have training experience in job-preparation programs, and most importantly, did they have experience with CETA-type populations?

3. Were the topical areas to be covered clearly identified?

4. Did the trainer include a participant/instructor ratio in the proposal or package?

Each of these criteria was felt to be critical to the fundamental understanding of what a job preparation program must include and also serve as an indicator of the experience and understanding of the problems by the proposer.

Based on the review process described above, the following national packages met the basic criteria and are listed in alphabetical order.

NATIONAL PACKAGES (met 3 of 4 critical criteria)

Behavioral Science Associates, Silver Spring, Maryland.

CareerWorks, Inc., Detroit, Michigan.

Green-Harper, Starkville, Mississippi.

Human Effectiveness Instititue, Jackson, Mississippi.

Job Search, San Bernardino, California.

National Center for Economic and Community Development, Silver Spring, Maryland.

Self-Directed Placement Corporation, San Diego, California.

Based on the review process described above, the following local packages meet the basic criteria and are listed in order of preference in alphabetical order.

LOCAL (met 4 of 4 critical criteria)

Development Associates, Albuquerque, N.M.

First Training Corporation, Albuquerque, N.M.

(met 3 of 4 critical criteria)

Alternative House, Albuquerque, N.M.

Janet Biefeld, Albuquerque, N.M.

Margaret J. Foster, Albuquerque, N.M.

Kern & Associates, Albuquerque, N.M.

The Rehabilitation Center, Albuquerque, N.M.

EVALUATION PROCESS

The specific criteria used in evaluating each national package were detailed and numerous. Each characteristic of a training package was entered on a matrix which listed the following dimensions (see matrix form in Appendix C):

Goals and Purpose: Clearly stated, Expressed in performance terms, Measurable, Results oriented;

Cost: Total, Number of Days, Instructor fees, Travel and per diem, Materials, Equipment, Per participant;

Instructors: Location, Credentials, Ratio to participants, Experience with CETA participants;

Content/Methodology: Course outline, Topics included, Topics missing, Designed for adult learners, Designed for this population (age, experience, educational background), Variety of methods/techniques used;

Evaluation: Sponsor, Employer, Participant;

Program Length/Structure: Number of sessions per day/per week, Number of sessions total, Core curriculum, Options, Follow-up, Adequate to meet objectives, Potential for training local trainers, Stand alone segments;

Materials/Equipment: Match training, Match goals, Theoretical or practical, Current, Discriminatory, Sterotypical, Special equipment required.

The characteristics of each of the national packages was noted on the matrix. Few, if any, had all the possible information available, however.

The notice in the local newspapers had two specific goals in mind: to provide an opportunity for OCETA to identify some additional local providers of job-preparation training and to make local providers aware of potential contracts with OCETA. It would have been inappropriate to look only at national training organizations. We were able, from the short submissions, to ascertain those local providers which met the requirements of the published notice. The items requested locally were top priority criteria culled from the lengthy list above. Explicitness and detail were not necessary in such an information-gathering exercise.

We determined which of the criteria were absolutely mandatory (from the survey data and the selection process described above) and then identified those which met all of the top criteria and those which met at least 75 percent of them. While the training provider will not be selected from these, this sorting process gives OCETA a concept of what ought to be included in a Request for Proposal and the types of responses that will be forthcoming. Programs which were not included in the top two categories (those which met 100% or 75% of critical criteria) are not automatically excluded from potential contracts, of course. We merely found that their responses or brochures or programs were insufficiently detailed for us to rate them highly.

It should be noted here that the quality of the proposal is only one way to select trainers. Quality in delivery is more important and cannot be totally ascertained from a project proposal. It is our recommendation that no bidder or bidders be selected to deliver training without on-site monitoring by an OCETA staff person who is knowledgeable in

the fundamental characteristics of effective training and who is aware of the needs of the potential participants in the training. To have suffered through poor training sessions does not make one an expert. It is vital that future providers of training for OCETA are trainers who are knowledgeable, sensitive, concerned about the participants and skilled in teaching adults. The only way to insure the quality of CETA training is through attending sessions being conducted by bidders.

SECTION VI

PROGRAM SUGGESTIONS

This final section contains the policy suggestions for modifying the existing Albuquerque OCETA job-preparation training. The current administration in Washington is likely to reduce the funding for OCETA programs. However, the local prime sponsors must use the funds which they are allocated most effectively. The criteria for effectiveness include, among others, the rates at which OCETA participants are placed in jobs, the length of time they retain their jobs, and the relative increase in their earnings. Some of the suggestions here involve the re-allocation of funds and possible reduction in the total amount of expenditures for Albuquerque OCETA. These will be discussed further below. Following are the policy suggestions which are derived from the research described in the previous sections.

1. The research data indicate that Albuquerque II-D eligible OCETA participants are more seriously deficient in terms of job-finding skills than in those related to job-keeping. Although these findings may be due to conducting this research exclusively with CETA participants in Public Service Employment (PSE), the researchers believe these findings are generally applicable. Therefore, greater emphasis and resources should be expended on training OCETA participants in job-finding skills and related factors.

2. The research data indicate that although there are differences in job-preparation skills between groups of OCETA participants in terms of their demographic and other background characteristics, virtually all OCETA participants require more

effective job-preparation training especially in the job-seeking area. The reader is referred to Section IV of this report for more information with regard to this point.

3. Careful assessment of OCETA participants' job skills; job histories and career plans; job-seeking and job-keeping skills; and family or personal problems which may affect employment success needs to be made upon the participant's entry to the program. This might be done through an individual counseling relationship between the participant and the OCETA job counselor/job developer.

4. Albuquerque OCETA should contract with an experienced and proven job-preparation training organization to conduct the major portion of the job-preparation training especially in the area of job-seeking skills. Albuquerque OCETA should conduct a local and national search for such an organization. This program may include the following.

   a. A short, but intensive, job-preparation course focused on job-seeking skills but also encompassing job-keeping. Our belief is that such a course would require a minimum of three complete days of instruction. All OCETA participants should receive this instruction.

   b. The development of a "job club" type of job-preparation training for learning job-finding and job-keeping skills and for obtaining employment. One example of this type of program is provided by the Self-Directed Placement Corporation of San Diego,

California. This type of training requires a minimum of two weeks, but results have been very positive in terms of job placement rates in the private sector. Participants might elect to be involved in such a program in consultation with their OCETA job counselors/job developers.

c. Albuquerque OCETA might attempt to contract with a job-preparation training organization which would instruct local OCETA staff and transition them into the new job-preparation program. Administering such a program locally might reduce the cost of the program to Albuquerque OCETA.

d. Albuquerque OCETA should use the evaluations contained in Section V of this report of the different job-preparation training programs in order to develop the new job-preparation program. The organizations evaluated should be sent the Request for Proposal for such a program.

5. The research data indicate that some shift in Albuquerque OCETA expenditures from skills training to this type of job-preparation training might be in order (see Section IV).

a. OCETA might provide skills training only to those with negligible marketable skills and who require remedial-type education.

b. OCETA should integrate a program evaluation mechanism into such a policy change in order to ascertain its effectiveness. Such research needs to be incorporated into the front-end of such a program change to obtain meaningful results. This is discussed more completely below.

6. Albuquerque OCETA might make available regular, small-group training and discussions on job-keeping experiences and skills. Participants might be provided with this training as a result of consultation with their job-counselors/job developers. These small groups might be led by the job counselors/job developers. In these small groups OCETA participants would discuss the problems which arise in holding their jobs and how they can be resolved. Participants would assist one another in identifying and resolving these problems and providing peer group support for doing such.

7. Different aspects of the job-preparation training should occur at different points in the OCETA program; namely,

a. job history review and career development should take place before skills training, if such training is found to be necessary, or just prior to seeking employment,

b. job-finding skills should be taught immediately prior to and during the participants' involvement in the job market,

c. job-keeping skills should be taught prior to involvement in the job market but especially while the participant is holding a job.

8. For the most part, Albuquerque OCETA job-preparation training personnel should be given the role of job-preparation counselors under this new model. They should be involved in the initial, one-on-one counseling of participants, assist the participants during their job-preparation training and job club experience, and lead the small-group discussions focused on job-keeping experiences and skills. Existing job-preparation personnel should be given the opportunity to be trained in new roles under the suggested job-preparation training model.

9. Because the different OCETA sub-contract agencies, e.g. Youth Development, Inc., Career Services for the Handicapped, Employment Security Department, have different client populations it is important that the job-counselor/job developer functions of the OCETA program remain in these different agencies.

10. The findings of this study with regard to the type of job-preparation skills needed, the deficiencies of OCETA participants as a whole in job-seeking skills; the differences between various groups of OCETA participants with regard to job-preparation capabilities and job success; the relationship between job success as measured by supervisors' evaluations and supervisors' assessments of different employee work-related characteristics; the relationship between OCETA participants' job satisfaction and their evaluations of different aspects of their jobs; and so on, should be

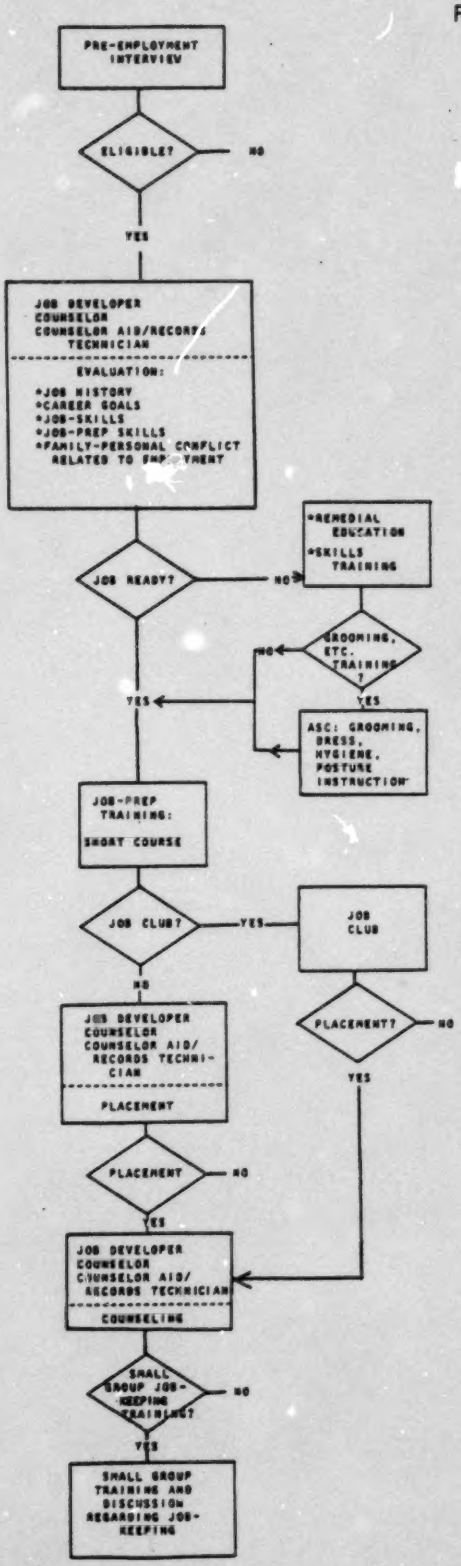
incorporated in Albuquerque OCETA job-preparation training and in the job counseling and job development of these participants.

11. The training criteria identified in Section V of this report for job-preparation training should be incorporated by Albuquerque OCETA in any Request for Proposal for such training. Furthermore, the suggestions offered in Section V of this report for evaluating the proposals submitted should be incorporated into the RFP review process.

12. Because of the identified need for grooming-type training for some OCETA participants and the effectiveness of this training at the Albuquerque Skills Center, it is suggested that this training be continued. The job-preparation training model suggested here also might include training in grooming, dress, and so on. It is not proposed that all OCETA participants who need such instruction be sent to the Albuquerque Skills Center classes.

13. Figure VI-1 provides a flow chart for the integration of the new model for job-preparation training into the existing OCETA program.

FIGURE VI-1


PRE-EMPLOYMENT INTERVIEW
ELIGIBLE?
NO
YES
JOB DEVELOPER
COUNSELOR
COUNSELOR AID/RECORDS TECHNICIAN
EVALUATION:
*JOB HISTORY
*CAREER GOALS
*JOB-SKILLS
*JOB-PREP SKILLS
*FAMILY-PERSONAL CONFLICT RELATED TO EMPLOYMENT
JOB READY?
NO
*REMEDIAL EDUCATION
*SKILLS TRAINING
GROOMING, ETC. TRAINING?
NO
YES
YES
ASC: GROOMING, DRESS, HYGIENE, POSTURE INSTRUCTION
JOB-PREP TRAINING:
SHORT COURSE
JOB CLUB?
YES
JOB CLUB
NO
JOB DEVELOPER
COUNSELOR
COUNSELOR AID/ RECORDS TECHNICIAN
PLACEMENT
PLACEMENT?
NO
YES
PLACEMENT
NO
YES
JOB DEVELOPER
COUNSELOR
COUNSELOR AID/ RECORDS TECHNICIAN
COUNSELING
SMALL GROUP JOB-KEEPING TRAINING?
NO
YES
SMALL GROUP TRAINING AND DISCUSSION REGARDING JOB-KEEPING

Incorporating Evaluation Research in Job-Preparation Program Changes.

Policy research should be seen as a program component rather than as a function begun when a policy problem arises. Once the policy problem occurs it is usually difficult to design a research project which can best answer the policy question because of inadequacies of the available data. Furthermore, there is need for continued evaluation and adjustment of a program as changes are implemented. Policy suggestions which are implemented should be assessed and new problems which arise as a result of the implemented policies need to be resolved.

With regard to OCETA job-preparation training, the following research suggestions are in order. Job-preparation training should be evaluated in terms of pre-defined objective measures such as placement rates, length of time on the job, supervisors' evaluations, and salary levels. These measures need to be incorporated into a future program evaluation project. The above suggestions related to decreased spending on skills training and increased spending on job-preparation training need to be evaluated after implementation in terms of the above criteria.

This evaluation might be done by randomly assigning a small group of OCETA participants who would normally have received skills training to job-preparation training only. This would, of course, be done with their consent. This group would be compared to OCETA participants who had received skills training and job-preparation training after a suitable length of time. The resulting comparisons would indicate the extent to which skills training was necessary for the occupational success of the participants.

Alternatively if the policy suggestions made here are implemented and fewer individuals are provided skills training, the results of this new policy could be evaluated at a fixed time after implementation. This might

be done by examining the variables specified above for those who receive skills training and job-preparation training, and for those who only receive job-preparation training. These two groups could be made statistically equivalent by using appropriate analytic techniques. In this way, the effectiveness of the policy change could be tested.

In any case, at this time Albuquerque OCETA should consider incorporating such policy research in future changes to be made in their job-preparation training program.

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APPENDICES

APPENDIX A

SAMPLE DESIGN AND WEIGHTING

The sampling method used for this survey was complex due to several factors including: the need to make accurate comparisons between groups of OCETA participants; the difficulty in obtaining reliable estimates of total numbers of OCETA participants in the different categories; and the desire to represent the OCETA participants from the different OCETA subcontract agencies--Employment Security Department, Youth Development, Inc., and Career Services for the Handicapped. As a result of these factors we have weighted the responses to the survey to provide accurate figures for the OCETA population as a whole and for the various specified subpopulations.

Table A-1 below, indicates the estimates, based on an analysis of OCETA computer output and information from OCETA and other City personnel, of the populations of OCETA participants in the different program categories. The two large divisions among OCETA participants were between those who had and who did not have OCETA skills training, and those who were in II-D Public Service Employment jobs and II-D eligible participants who were actively looking for employment through OCETA. We identified 284 II-D CETA participants in PSE jobs. Of those 81 had received CETA skills training and 203 had not. In addition, we identified 355 OCETA participants who had been actively seeking employment. Ninty-six (96) of these individuals had skills training and 259 had not. Table A-1 indicates the number of CETA participants employed at City Hall and at other locations and those being actively "job developed" at Employment Security Department, Youth Development, Inc., and Career Services for the Handicapped. These estimates fluctuated somewhat

because of changes in the population over the four month course of the study from January through April, 1981.

TABLE A-1. Numbers of OCETA II-D PSE and II-D Eligible CETA participants Actively Seeking Employment

	RECEIVED SKILLS TRAINING			RECEIVED NO SKILLS TRAINING			TOTAL
	CITY HALL		OTHER	CITY HALL		OTHER	
In PSE II-D Employment	58		23	123		80	284
	YDI	ESD	CSH	YDi	ESD	CSH	
II-D Eligible--Looking for Employment	11	84	1	18	221	20	355
TOTAL		177			462		639

Table A-2 shows the number of people who were actually interviewed in this research by the categories in Table A-1. We obtained a minimum of 50 interviews in each of the four principal cells of the Table: 51 interviews of OCETA participants in PSE employment who received CETA skills training; 50 interviews of OCETA participants in PSE employment who did not have CETA skills training; 50 interviews with participants who were being job developed by CETA and who had received CETA skills training; and 80 interviews with participants who were being job developed by CETA an had not received CETA skills training. The total number of interviews conducted was 231.

There were 101 interviews with OCETA participants in PSE jobs and 130 interviews with II-D eligible participants who were actively looking for employment through CETA.

TABLE A-2. Numbers of Interviews Conducted With OCETA II-D PSE Employees and II-D Eligible CETA Participants Actively Seeking Employment

	RECEIVED SKILLS TRAINING			NO SKILLS TRAINING			TOTAL
	CITY HALL		OTHER	CITY HALL		OTHER	
In PSE II-D Employment	31		20	30		20	101
	YDI	ESD	CSH	YDI	ESD	CSH	
II-D Eligible--Looking for Employment	7	43	0	2	77	1	130
TOTAL	101			130			231

Because of this survey sampling scheme and the numbers of complete interviews, we statistically weighted the sample. The weighting factors used are contained in Table A-3. The formula used to derive the weighting factors was:

$$\frac{\left[(x/n)(y/m)\right]^{\frac{1}{2}} \times 100}{\text{min. unadj. weight}} = \text{weight}$$

where: x = number from population cell
n = total number in population
y = number interviewed in cell
m = total number interviewed
min. unadj. weight = minimum weight found by calculations in the numerator
weight = weight given to each survey in the cell

The aspect of this weighting scheme which requires more explanation is the use of adjusted weights. We wanted to make the minimum weight given equal to one, because we did not want the computer tables to indicate fewer respondents than were actually interviewed. Therefore, we divided through the minimum weight found into each of the weights found to derive the weight actually used. Furthermore, we set the maximum weight equal to five for reasons of face validity. This affected only two cells of Table A-3. The average weight assigned was 2.78. The supervisors' survey were weighted similarly to the participants surveys. The job interviewers' surveys were not weighted.

TABLE A-3. Weighting Factors Assigned to the Sample

	RECEIVED SKILLS TRAINING			NO SKILLS TRAINING		
	CITY HALL		OTHER	CITY HALL		OTHER
In PSE II-D Employment	1.63		1.0	3.6		3.5
	YDI	ESD	CSH	YDI	ESD	CSH
II-D Eligible--Looking for Employment	1.39	1.70	2.43	5.0* (7.53)	2.53	5.0* (20.86)

*5.0 set as weighting maximum. The number in parenthesis was the unadjusted weight.

APPENDIX B. SURVEY QUESTIONNAIRES

SURVEY COVER SHEET

NAME OF RESPONDENT _____

AGENCY _____

PLACE OF WORK _____

ADDRESS OF WORK: _____

PHONE NUMBER: _____

DAY OF INTERVIEW: _____

TIME OF INTERVIEW: _____

INTERVIEWER'S NAME: _____

SUPERVISOR'S NAME: _____

SUPERVISOR'S PHONE NUMBER: _____

II-D JOB-PREP

Hello. My name is _____. I work for the Albuquerque Urban Observatory--a research group with the University of New Mexico. We are conducting a survey of OCETA participants in Albuquerque in order to help improve OCETA training. I'd like to ask you some questions about your job and job plans. The information you give me will be strictly confidential--OCETA or your employer will not find out the answers you give me.

PART I (Everyone answers this section.)
The first question is:

1. What kind of work do you do? (Are you looking for?) (Job title with description)

_____

_____

_____

2. Now, about work in the future, do you have career plans in the kind of work you do now? (that you are looking for?)

1. Yes.

What are they? (Please be specific)_____

_____ Go to 3.

2. No. Go to 2b.
99. Don't know.

2b. Do you want a career in some other type of work? Or do you want to get married or retire? Or aren't you really sure about what you want to do for a living in the future?

1. Yes. Career plans in other field. GO TO 2c.
2. No. Retire--marry. } Go to 3.
3. No. Not sure. }
99. Don't know.

2c. What kind of career do you want? (Please be specific)

_____

_____

_____

3. If R is currently in PSE employment: Let's say you will not be able to keep a public service job after your CETA job is completed. Have you spent much time thinking about where and how you will find another job if this happens?

1. No. I'll be transitioned to a public service job.

2. No.

3. Yes.

99. Don't know.

4. How would you go about finding another job after CETA employment is completed. I mean where would you check (look) for employment leads? (Probe.)

1. employment agency
2. ESD/microfiche
3. labor union
4. friends, word-of-mouth
5. OCETA
6. newspaper
7. employment office of company
8. Other government agency (name)_____
9. Other (name)_____

99. Don't know.

5. How would you follow-up on an employment lead you found out about through (first choice mentioned above--Name)_____? I mean how would you try to get the organization to set up an interview for you? (Probe: past "call them up")

_____

_____

6. There are some government and government-funded groups which can help someone find a job. Could you tell me the names of these groups?

_____

_____

7. These are abbreviations that may appear in a newspaper want ad. Could you tell me what each of these abbreviations means? (Instruction: Circle correctly identified abbreviations.)

1. opp	4. F/pd	7. pref.	10. MorK	13. dr.lic.
2. M/F	5. Emp.Agy	8. comm.	11. temp.	14. bft.
3. exp.	6. rec.	9. sal.	12. grad.	15. vet.
				16. knowl.

8. Do you have a resume that you use to find employment?

1. Yes 2. No 99. Don't know.

9. What information about yourself do you have on or would put on your resume? (Be specific, probe)

1-name and address
2-telephone number
3-marital status
4-educational background
5-health
6-employment background
7-special skills
8-position seeking
9-military experience
10-foreign language
11-hobbies or special interests
12-organizations and affiliations
13-availability to travel
14-availability to relocate
15-salary requirements
16-references
17-other (name) _____
99-Don't know.

10. How many letters of recommendation for yourself do you have which you could show a potential employer?

_____

11. Sometimes people have a standard job application form which they fill out with information concerning themselves. This form is used to help fill out a real job application when people are looking for a job. Do you have one of these standard application forms filled out with information about yourself?

1. Yes 2. No

12. When people fill out a job application, they try to show that they have skills or abilities which would benefit the organization. Generally speaking, after you fill out a job application, do you feel:

1. Good; that you did show that you could make a contribution to the organization.

2. Badly; that you did not show that you could make a contribution to the organization.

99. Don't Know

13. Think about your past job interviews. Usually how comfortable were you about the way you looked or dressed in the interviews. Would you say you were: (Read.)

1. Very uncomfortable. Didn't fit in at all. Felt out of place.
2. A bit uncomfortable
4. Somewhat comfortable
5. Very comfortable. Fit right in.
99. Don't know.

14. Let's say you are in a job interview for a job you want. What do you try to do or say to convince the person interviewing you that you should be hired? (Probe extensively before proceeding to 14_b , c or d.)

_____

_____

_____

_____

_____

14_b. (Probe--if not mentioned) What do you tell him or her about your past job experience?

_____

_____

14c. (Probe--if not mentioned) What do you tell him or her about your education?

_____

_____

14d. (Probe--if not mentioned) How do you relate to, or behave, with the person interviewing you to make a favorable impression?

_____

_____

15. I want to ask you some questions about how you usually feel after you finish a job interview. Do you usually feel:

a. That you were at ease with the person who interviewed you? (Read.)
   1. Almost never
   2. Rarely, once in a while
   3. Sometimes
   4. Most of the time
   5. Almost all the time
   99. Don't know

b. That you should not have bothered to go to the interview? (Read.)
   1. Almost never
   2. Rarely, once in a while
   3. Sometimes
   4. Most of the time
   5. Almost all of the time
   99. Don't know

c. That you communicated what you wanted about yourself to the person interviewing you? (Read.)

1. Almost never
2. Rarely, once in a while
3. Sometimes
4. Most of the time
5. Almost all of the time
99. Don't know

d. That you did not find out what you needed to know about the job and the organization? (Read.)

1. Almost never
2. Rarely, once in a while
3. Sometimes
4. Most of the time
5. Almost all of the time
99. Don't know.

e. Again thinking about the interview, what other things usually bother you in the interviews that you've had? (Probe.)

_____

_____

_____

_____

16. Before you go on an interview, how often do you:

a. Try to find out more about the job you are applying for? (Ex.: duties, hours, travel, salary, etc.) (Read.)
1. Almost always
2. Most of the time
3. Sometimes
4. Rarely, once in a while
5. Almost never
99. Don't know

b. Try to find out more about the organization which has the job opening? (Read.)
1. Almost always
2. Most of the time
3. Sometimes
4. Rarely, once in a while
5. Almost never
99. Don't know

17. How often do you try to prepare for the job interview by thinking over questions which the interviewer might ask? (Read.)

1. Almost never
2. Rarely, once in a while
3. Sometimes
4. Most of the time
5. Almost all the time
99. Don't know

18. Do you think the jobs you have looked for (are looking for): (Read)

1. Usually pay less than you expect[ed] to make?
2. Usually pay about what you expect[ed] to make?
3. Usually pay more than you expect[ed]?
99. Don't know

19. Some people let employers call them back after an interview to find out the result of the interview. Others call the employer back to find out the result of the interview. If, after a few days, the employer does not call you back, do you: (Read.)

1. Almost always wait } Go to 20.
2. Usually wait }
3. Sometimes wait/sometimes call back } Go to 19b.
4. Usually call back }
5. Almost always call back }
99. Don't know

19b. What do you try to find out from the employer when you call them back? (Do not read.)

1. Whether person was given the job or not.
2. Why the person did not get the job.
3. Other. _____

_____

99. Don't know.

20. (Only ask R if looking for a job). Sometimes, a person's family may encourage his or her getting a better job. Other times, a person's family may discourage his or her getting a better job. How does your family treat you when you try to get a better job? (Read.)

1. Support a great deal } Go to 21.
2. Support a little, somewhat }
3. Don't support or don't encourage }
4. Discourage a little } Go to 20b.
5. Discourage a great deal }
99. Don't know

20b. Why do you think they do this? _____

_____

_____

_____

21. (Only ask if R is looking for a job) How about your friends? How do your friends treat you when you try to get a new, better job? (Read.)

1. Support a great deal
2. Support a little, somewhat } Go to 22.
3. Don't support, don't encourage
4. Discourage a little } Go to 21b.
5. Discourage a great deal
99. Don't know

21b. Why do you think they do this?_____

_____

_____

_____

22. Job-prep training deals with things like how to find a job, how to keep a job once you get it, grooming, attitude and so on. Could you please tell me which OCETA program or programs gave you job-prep training?

		When (year)
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

PART II (ONLY IF R IS HOLDING A PSE JOB)

Now I'd like to talk with you about your present job--what your work is like, the kinds of problems that may come up, how well you get along and so on.

23. How regularly would you say you get to work on time? Would you say you are: (Read.)

1. On time almost all the time (late about 5 times a yr. or less) } Go
2. On time, most of the time (late about 1 or 2 times a month) } to 24
3. On time, some of the time (late about 4 or 5 times a month)
4. Rarely on time (late about 2 times a week) } Go to 23b.
5. Almost never on time (late more than 2 times a week)
99. Don't know

23b. Why do you think this happens? _____

_____

_____

24. How often do you miss work? Do you miss: (Read.)

1. Almost never (less than 4 times a year)
2. Rarely, only once in a while (4-12 times a year)
3. Sometimes (about once a month)
4. Regularly (once a week or more)

99. Don't know

25. Now about the way you look and dress on your job, how well do you think you fit in where you work? (Read.)

1. Fit right in. Very comfortable with appearance at work.
2. Fit in somewhat. Not quite like everyone, but acceptable.
4. Don't quite fit in. Not sure the person's looks or dress is acceptable.
5. Don't fit in at all.

99. Don't know

26. How often do you get your job tasks finished on time? Do you get them done on time: (Read.)

1. Almost all the time (90% to 100% of the time) } Go to 27
2. Most of the time (60% to 90% of the time) } Go to 27
3. Sometimes (40% to 60%)
4. Once in a while (10% to 40%) } Go to 26b
5. Infrequently, almost never (0% to 10% of the time) } Go to 26b

99. Don't know

26b. Why do you think this happens? _____

_____

_____

27. Some people are given too much work on their jobs. How true is this for your job? (Read.)

1. Very true
2. Somewhat true
3. True, a little
4. Not at all true.

99. Don't know

28. Some people get their job tasks done the way their supervisor wants them the first time. Others have difficulty getting them done this way. How often do you get your job tasks done the way your supervisor wants the first time? (Read.)

1. Almost all the time (90-100%) } Go to 29
2. Most of the time (60-90%) } Go to 29
3. Sometimes (40-60%)
4. Once in a while (10-40%) } Go to 28b
5. Infrequently, almost never (0-10%) } Go to 28b

99. Don't know

28b. Why do you think this happens?

_____

_____

_____

29. How often do you feel that you don't know just what is expected of you by your supervisor concerning specific job tasks? (Read.)

1. Almost all the time (90-100%)
2. Most of the time (60-90%)
3. Sometimes (40-60%)
4. Once in a while (10-40%)
5. Infrequently, almost never (0-10%)
99. Don't know

30. How satisfied are you with the job tasks you are expected to do? (Read.)

1. Very satisfied } Go to 31
2. Satisfied for the most part }
4. Dissatisfied for the most part } Go to 30 b
5. Very dissatisfied. }
99. Don't know

30b. Why would you say this is so?_____

_____

_____

31. How well do you think you understand how your office runs including how your job fits into the way things are done in your office? (Read.)

1. Understand very well
2. Understand for the most part
4. Don't understand for the most part
5. Don't understand at all
99. Don't know

32. How often do you have to work closely with someone else or in a group of people to get your job tasks done? (Read.)

1. Almost all the time (90%-100%)
2. Most of the time (60%-90%)
3. Sometimes (40%-60%)
4. Once in a while (10% - 40%)
5. Infrequently, almost never (0% - 10%)
99. Don't know.

33. Some people find their co-workers friendly and helpful. How true is this for you? (Read.)

1. Very true
2. Somewhat true
3. True a little
4. Not at all true
99. Don't know

34. Some people are given a lot of freedom to decide how to do their jobs. How true is this for you? (Read.)

1. Very true
2. Somewhat true
3. True a little
4. Not at all true
99. Don't know

35. Some workers wait for their boss to tell them what needs to be done. Others start new work on their own. Do you: (Read.)

1. Wait - almost all the time } Go to 35 b
2. Wait - most of the time
3. Sometimes wait/sometimes start new work
4. Start new work most of the time } Go to 36
5. Start new work almost all the time
99. Don't know

35b. Why is it that you seldom start new work on your own?

_____

_____

_____

36. Some jobs require workers to be creative. How true is this for your job? (Read.)

1. Very true
2. Somewhat true
3. True a little
4. Not at all true
99. Don't know

37. Some workers complete their job tasks just the way their supervisors expect them to be done. Others find ways to improve the way their jobs are done. Do you complete your job tasks: (Read.)

1. Way supervisor wants--Almost all the time } Go to 37b
2. Way supervisor wants--Most of the time
3. Sometimes way supervisor wants/sometimes creative
4. Creative--Most of the time } Go to 38
5. Creative--Almost all the time
99. Don't know

37b. Why don't you try to improve the way the job tasks are done?

_____

_____

_____

38. How much educational release time do you get at your job to attend training related to your work? (Read.)

1. About a day of training per week
2. One course at school per semester
3. Periodic training sessions or workshops
4. Other _____

5. None
99. Don't know

39. Have you improved or upgraded your job-related skills while you've been employed at your present job?

1. Yes ——→ Go to 39b 2. No ——→ Go to 40 99. Don't know

39b. How? Please describe how you have improved you job skills. (Probe for specifics.)

_____

_____

_____

40. Some workers are concerned about the success of the organization in which they work. Others are concerned for the most part about their own job. How much would you say you were concerned about the success of the organization in which you work? (Read.)

1. Don't care much
2. Care a little
3. Care somewhat
4. Care very much
99. Don't know

41. Now I will read you some things which may or may not be true of your supervisor. Tell me how true each is of him or her. (Read.)

a. Supervises too closely. (Interferes or bothers those under him or her. Too interested in wanting to know what they are doing.) (Read.)
   1. Very true
   2. Somewhat true
   3. True a little
   4. Not true at all
   99. Don't know

b. Supervises too loosely. (Lets those under him or her get away with murder. Doesn't check up on those under him or her.) (Read.)
   1. Very true
   2. Somewhat true
   3. True a little
   4. Not true at all
   99. Don't know

c. Too critical. (Criticisms are not constructive.) (Read.)
   1. Very true
   2. Somewhat true
   3. True a little
   4. Not true at all
   99. Don't know

d. Doesn't explain things. (Vague. Unclear. Doesn't take time to explain things.) (Read.)

1. Very true
2. Somewhat true
3. True a little
4. Not true at all
99. Don't know

e. Bull-headed or stubborn. (Not open to new ideas. Won't listen to new ideas.) (Read.)

1. Very true
2. Somewhat true
3. True a little
4. Not true at all
99. Don't know

f. Unfriendly. (Cold. Unsympathetic. Not very understanding of problems.) (Read.)

1. Very true
2. Somewhat true
3. True a little
4. Not true at all
99. Don't know

42. How often do you feel stress or tension at your job? (Read.)

1. Almost never
2. Rarely, once in a while
3. Sometimes
4. Most of the time
5. Almost all the time
99. Don't know

} Go to 42b

42b. What do you do about feeling stress or tension? _____

_____

_____

43. Sometimes a person receives support and encouragement in their job from his/her family. Other times a person's family may make it harder for him/her to do the job. How does your family treat you in doing your job? (Read.)

1. Supports, a great deal
2. Supports, a little, somewhat
3. Doesn't support & doesn't make it harder
4. Makes it a little harder
5. Makes it a great deal harder
99. Don't know

} Go to 43b

43b. Why do you think that they do this? _____

_____

_____

44. How about your friends? How do your friends treat you in doing your job? (Read.)

1. Support, a great deal
2. Support, a little, somewhat
3. Doesn't support & doesn't make it harder
4. Make it a little harder
5. Make it a great deal harder
99. Don't know.

} Go to 44b

44b. Why do you think that they do this? _____

_____

_____

III. MOTIVATION AND ATTITUDES (EVERYONE COMPLETE THIS SECTION)

45. How many job contacts per day do you usually have when you are looking for work? (Don't read. Average number of contacts per day.)

1. More than 10
2. 5-10
3. 4-5
4. 3-4
5. 1-2
6. Less than 1

99. Don't know

46. (If R employed at time or previously) How often have you had to disappoint a friend or family member in order to do something related to work? (Read.)

1. Often
2. Sometimes
3. Hardly ever

99. Don't know

47. (If R employed at time or previously) How often have you taken work home on weekends or at night in order to finish it? (Read.)

1. Often
2. Sometimes
3. Hardly ever

99. Don't know

48. This is a list of things that describeshow anyone can feel at certain times. I'd like to ask how often each of these things happens to you or is true of you. I'd just like to remind you again that all information in this interview is completely confidential.

a. How true is this for you? "I am unable to work under a great deal of pressure." (Read.)

1. Very true
2. Somewhat true
3. True, a little
4. Not at all true

99. Don't know

b. How true is this for you? "I expect to succeed in things I do." (Read.)

1. Very true
2. Somewhat true
3. True, a little
4. Not at all true

99. Don't know

c. How true is this for you? "I feel inferior to others." (Read.)

1. Very true
2. Somewhat true
3. True, a little
4. Not at all true

99. Don't know

d. How true is this for you? "I feel that life is worthwhile." (Read.)

1. Very true
2. Somewhat true
3. True, a little
4. Not at all true
99. Don't know

e. How true is this for you? "I feel low in spirits." (Read.)

1. Very true
2. Somewhat true
3. True, a little
4. Not at all true
99. Don't know

f. How true is this for you? "I feel that others do not understand me." (Read.)

1. Very true
2. Somewhat true
3. True, a little
4. Not at all true
99. Don't know

g. How true is this for you? "I feel hopeless about the future." (Read.)

1. Very true
2. Somewhat true
3. True, a little
4. Not at all true
99. Don't know

h. How true is this for you? "I feel trapped or caught." (Read.)

1. Very true
2. Somewhat true
3. True, a little
4. Not at all true
99. Don't know

i. How true is this for you? "I have trouble concentrating." (Read.)

1. Very true
2. Somewhat true
3. True, a little
4. Not at all true
99. Don't know

j. How true is this for you? "There have been times when I felt like smashing things." (Read.)

1. Very true
2. Somewhat true
3. True, a little
4. Not at all true
99. Don't know

k. How true is this for you? "I am always willing to admit it when I make a mistake." (Read.)

1. Very true
2. Somewhat true
3. True, a little
4. Not at all true
99. Don't know

l. How true is this for you? "I am courteous even to people who are disagreeable." (Read.)

1. Very true
2. Somewhat true
3. True, a little
4. Not at all true
99. Don't know

m. How true is this for you? "I never hesitate to go out of my way to help someone in need." (Read.)

1. Very true
2. Somewhat true
3. True, a little
4. Not at all true
99. Don't know

n. How true is this for you? "I feel like I know what I want out of life." (Read.)

1. Very true
2. Somewhat true
3. True, a little
4. Not at all true
99. Don't know

0. How true is this for you? "I don't mind doing things differently than the way I had planned to do them." (Read.)

1. Very true
2. Somewhat true
3. True, a little
4. Not at all true
99. Don't know

49. How many paying jobs have you had? (Circle.)

1. Zero
2. One
3. 2 - 5
4. 6 - 10
5. 11 or more
99. Don't know

50. Now we'd like to know a little about you. Let me remind you that all the answers you give will be kept strictly confidential.

a. In what year were you born? _____
(Write in)

99. Don't know

b. Are you Hispano, Native American Indian, Black, Asian or Anglo? (Circle)

1. Anglo
2. Hispano
3. Black
4. Native American Indian
5. Asian
6. Other (specify) _____
99. Don't know

c. What is your marital status? (Circle)

1. married
2. divorced/separated
3. single/never married
4. widowed
5. displaced homemaker
6. abandoned
7. other (specify) _____
99. Don't know

d. Please stop me when I read the educational level in which you completed your schooling. (Read.)

1. Eighth grade or less
2. Less than a high school diploma but greater than eighth grade
3. High school diploma or G.E.D.
4. Some college or other post high school but less than a bachelor degree
5. Two year associate degree
6. Technical license or certification
7. Bachelor degree or equivalent
8. Graduate degree
99. Don't know

e. Are you a veteran? (Circle)

1. Yes
2. No
99. Don't know

f. Are you handicapped? (Circle)

1. Yes
2. No
99. Don't know

This completes our survey. Thank you very much for your cooperation.

Surveyer check: _____Male _____Female

Albuquerque Urban Observatory

Gloria Griffin Mallory, Ph.D., *Director*

May 13, 1981

Dear Friend:

OCETA has sub-contracted with the Albuquerque Urban Observatory to evaluate their Job Preparation Program.

One part of this project is to survey individuals conducting job interviews with OCETA participants.

Could you please complete the attached survey concerning the individual named on page one and mail it back to us in the enclosed, self-addressed envelope?

Please try to complete the survey as soon as possible after you receive it. This way, your recollection of the job interview will be better.

The survey is completed by circling or checking the number corresponding to the answer for each question. The answers are, of course, completely confidential.

If you have any questions, please contact Louis Colombo, Senior Research Associate at 277-5638.

Thank you for your help. Your answers will help us identify the job-preparation areas which need greater attention in future training.

Sincerely,

Gloria G. Mallory

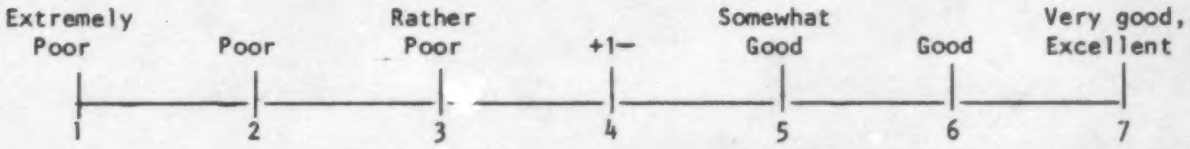
GGM/ej

University of New Mexico
Albuquerque 87131

1920 Lomas Blvd. N.E.
(505) 277-5638

 WRITE IN Name of Applicant: _____

1. How would you rate this applicant overall?



2. How did the applicant hear about your job opening?

1. Newspaper ad
2. Private employment agency
3. Employment Security Division
4. Friends, word-of-mouth
5. Labor union
6. OCETA
7. Employment office at the organization/company
8. Other government employment information source (name)_____

99. Don't know

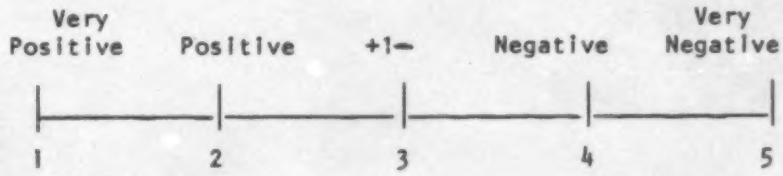
_____

9. Other (name)_____

3. How did the applicant contact you first?

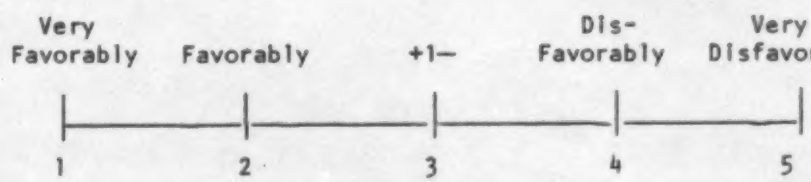
1. Phone → Go to Q4
2. Mail → Go to Q5
3. Other (name)_____ → Go to Q6
9. Don't know

4. (If phone contact) Did you feel positively about the applicant as a result of the initial contact by phone?



9-don't know

5. (If mail contact) Did you feel favorably toward the applicant because of the letter which he or she sent?



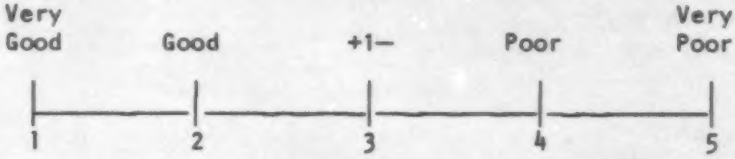
9-don't know

6. Did the applicant have a resume?

1. Yes → Go to 6b
2. No
9. Don't know } Go to 7

6b. Would you please evaluate or describe the resume with regard to the following items?

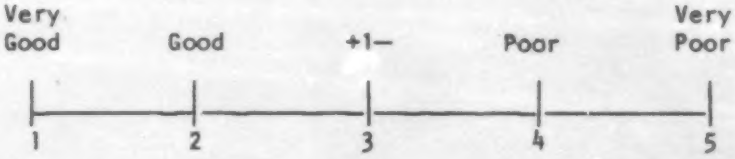
a. overall evaluation of the applicant's resume in providing information supporting employment



9-don't know

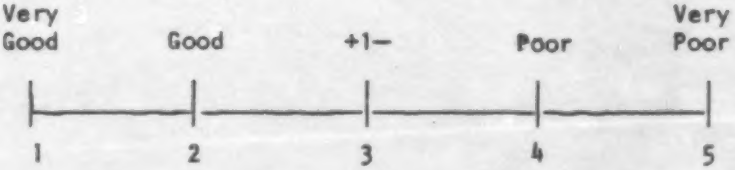
b. typed or handwritten? 1. typed 2. handwritten 9. "

c. neatness and appearance of the resume.



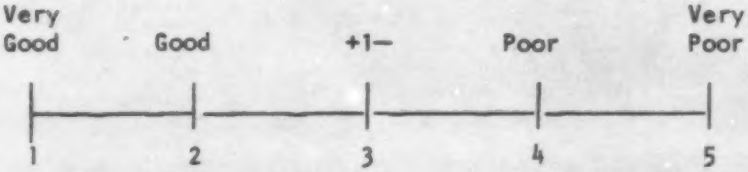
9 "

d. communicated that the applicant was looking for a job like the one which is available.



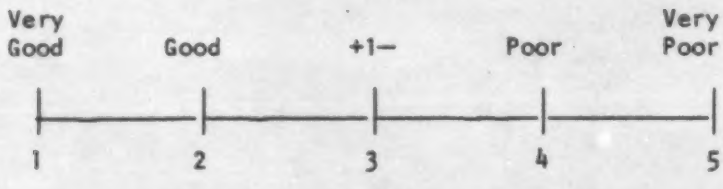
9 Don't know
No informati

e. educational background presented in manner that indicated applicant could make a contribution to your ogranization/company

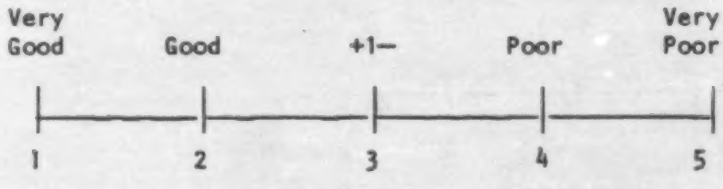


9 "

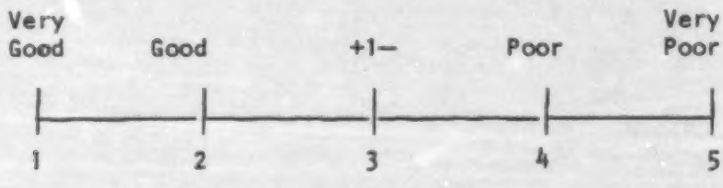
f. work background presented in manner that indicated applicant could make a contribution to your organization/company



g. character presented in a manner that indicated applicant could make a contribution to your organization/company



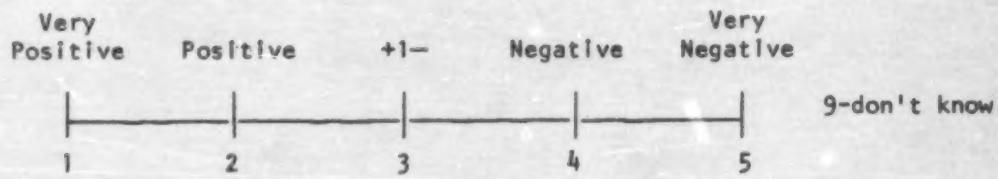
h. other necessary information covered in the resume



7. Did the applicant present letters of recommendation?

1. No → Go to 8 9-don't know → Go to 8
2. Yes → Go to 7b

7b. How favorably impressed were you with the applicant based on the letters of recommendation?



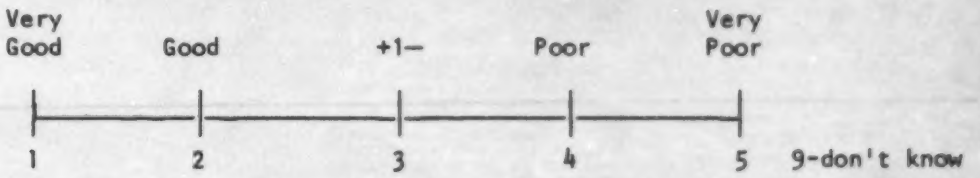
8. Did the applicant fill out an employment application for your company/ organization?

1. No → Go to 9 9-don't know → Go to 9

2. Yes → Go to 8b

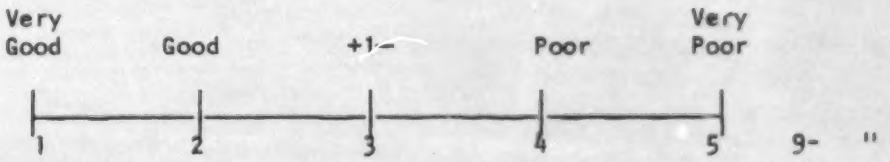
8b. Would you please evaluate or describe the application with regard to the following items

a. overall evaluation of the candidate's application in providing information supporting employment

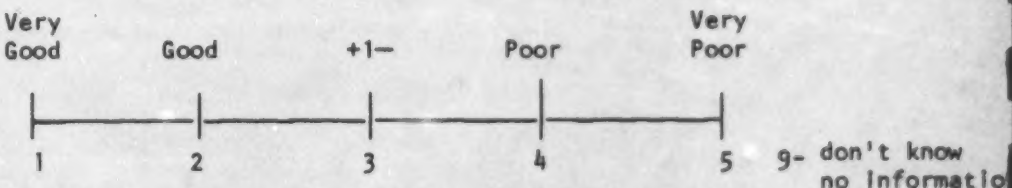


b. typed or handwritten? 1. typed 2. handwritten 9- "

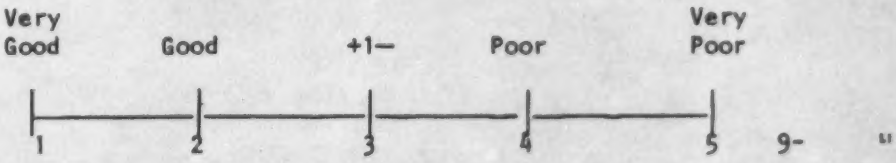
c. neatness and appearance of application



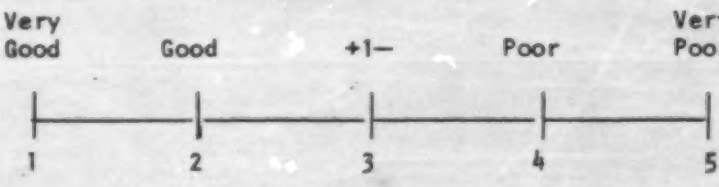
d. communicated that the applicant was looking for a job like the one which is available



e. educational background presented in manner that indicated applicant could make a contribution to your organization/company

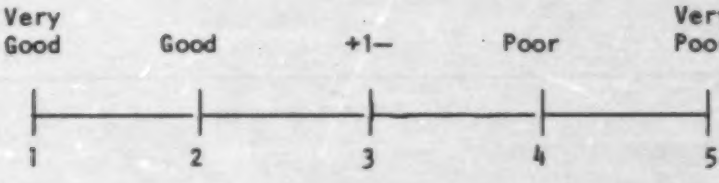


f. work background presented in manner that indicated applicant could make a contribution to your organization/company



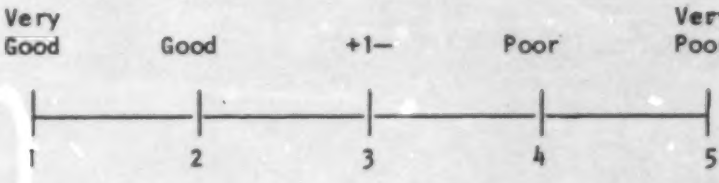
9-don't know
no information

g. character presented in manner that indicated applicant could make a contribution to your organization/company



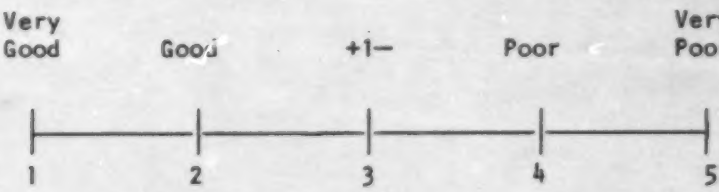
9-don't know
no information

h. Other necessary information covered in the application



9-don't know
no information

9. Please evaluate the applicant on the following personal appearance items:



a. Dress — 9-don't know

b. Grooming — 9-don't know

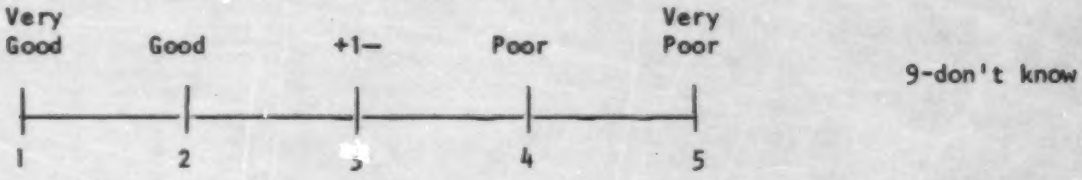
c. Posture
Body Language — 9 "

d. Hygiene — 9 "

10. Now we would like you to answer some questions about the job interview with the applicant.

Please evaluate the applicant on the following items:

a. overall evaluation of the applicant based on the interview



b. was applicant on time for the interview? 1. Yes 2. No 9-don't know

c. applicant seemed informed about the job being sought

1. Very informed
2. Somewhat informed
3. Informed a little
4. Not at all informed
9. Don't know

d. applicant seemed informed about your organization/company

1. Very informed
2. Somewhat informed
3. Informed a Little
4. Not at all informed
9. Don't know

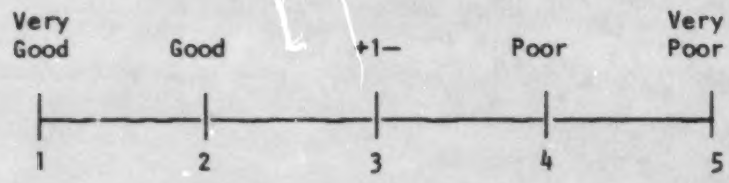
e. applicant seemed to want more salary than your company or organization was willing to pay

1. Yes 2. No 9-don't know

f. applicant seemed interested in finding out more about the job and the organization/company

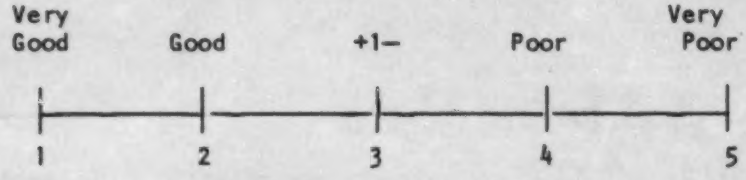
1. Very interested
2. Somewhat interested
3. Interested a bit
4. Not interested
9. Don't know

g. seemed at ease in the interview



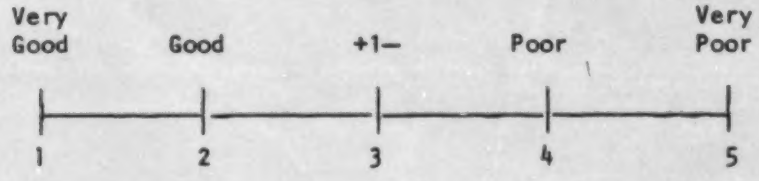
9-don't know

h. communicated well



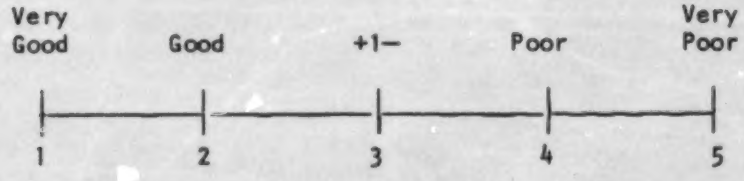
9 "

i. presented educational background in manner that indicated applicant could make a contribution to your organization/company



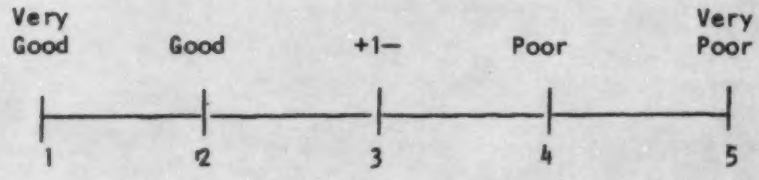
9-don't know
no information

j. presented work background in manner that indicated applicant could make a contribution to your organization/company



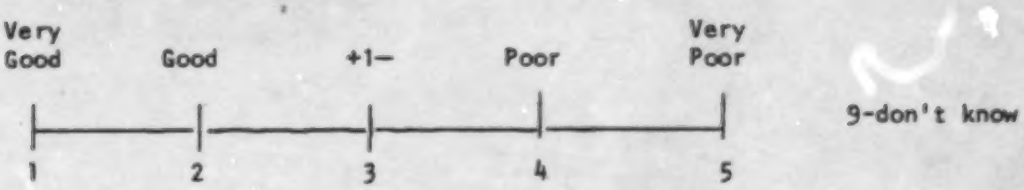
9-don't know
no information

k. seemed like the kind of person who would fit into your organization/ company



9-don't know
no information

l. answered your questions well



m. seemed like the applicant's family and personal life would interfere with doing the job.

1. Significantly interfere
2. Interfere somewhat
3. Interfere a little
4. Not interfere at all

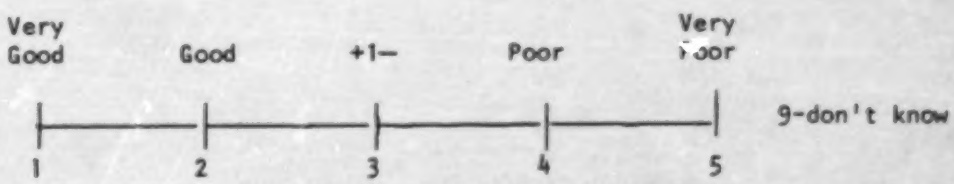
9. don't know

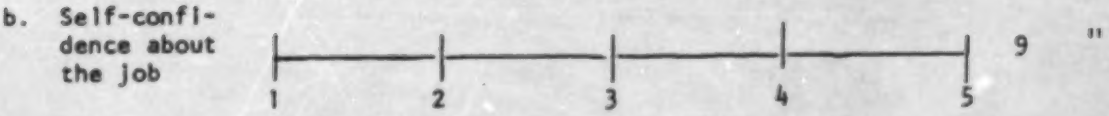
11. How true do you think the following statement is about the applicant: "Knows what he (she) wants out of life."

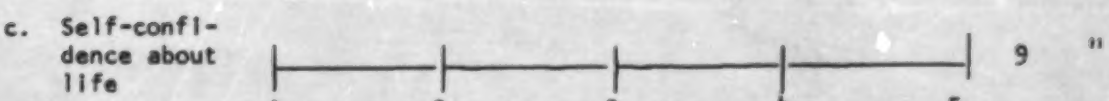
1. Very true
2. Somewhat true
3. True, a little
4. Not at all true

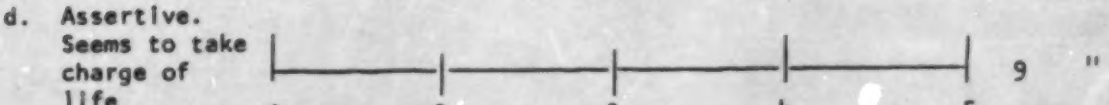
9. don't know

12. Overall, how would you evaluate the application of the following terms:









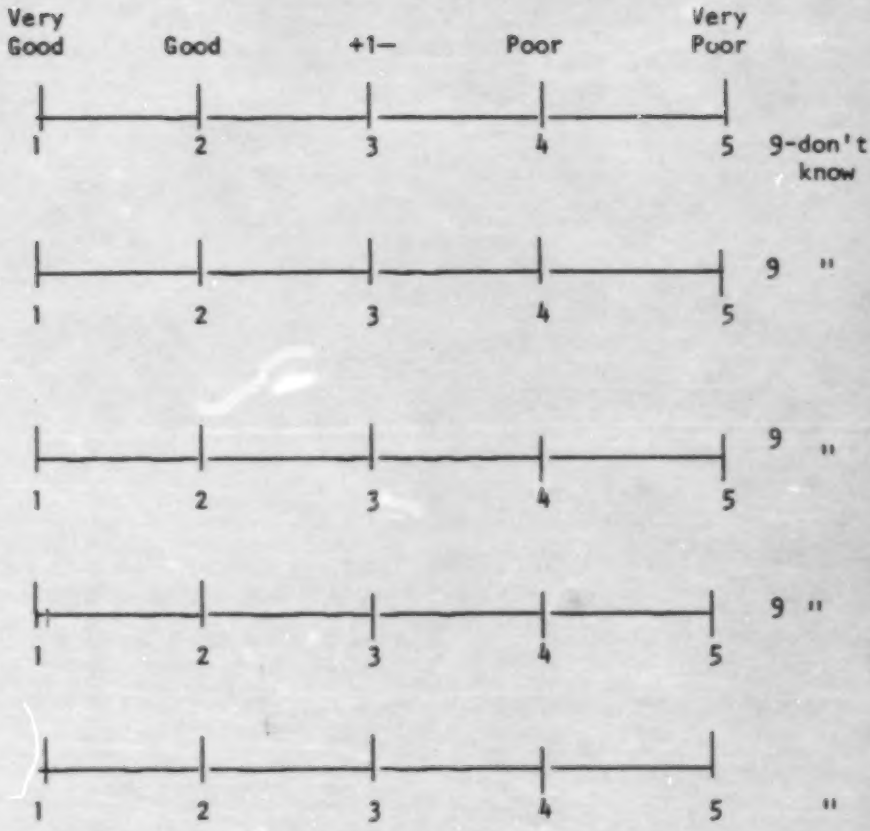
e. Ethusiastic about job

f. Would responsibly undertake tasks given him or her

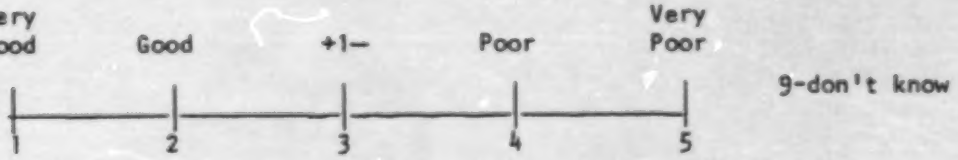
g. Would flexibly complete job tasks which need to be done

h. Courteous. Respectful

i. Would relate well with co-workers



13. Please evaluate the applicant's job-related skills in relation to the requirements of the job.



Date Completed: _____

Name: _____

Organization/
Division _____

This information is completely confidential.

Thank you for your assistance. Please return the completed questionnaire in the self-addressed envelope attached.

City of Albuquerque
OCETA

Office of Comprehensive Employment and Training Administration.
505 Marquette, N.W. Suite 100-A Lower Level
Albuquerque, New Mexico 87102
(505) 766-7200

March 4, 1981

Dear Supervisor:

OCETA has sub-contracted with the Albuquerque Urban Observatory to evaluate our Job Preparation Program.

One part of this project is a survey of individuals supervising OCETA PSE employees. We have identified you as the supervisor of the OCETA employee whose name appears on the front page of the attached questionnaire.

Could you please complete the attached survey and mail it back to the Urban Observatory in the enclosed, self-addressed envelope?

The survey is completed by circling or checking the number corresponding to the answer for each question. The answers are, of course, completely confidential.

If you have any questions, please contact Louis Colombo at the Urban Observatory--277-5638.

Thank you for your help. Your answers will help us identify the job preparation areas which need greater attention in our future training.

Sincerely,

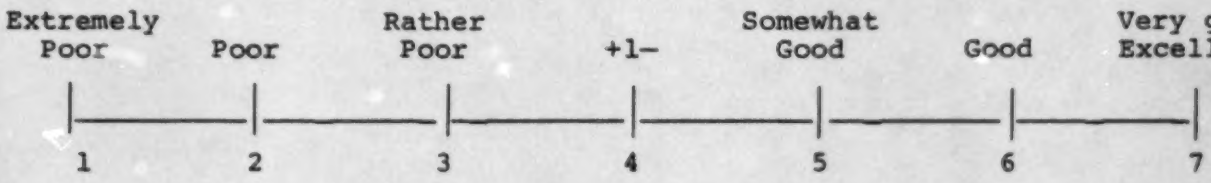
Shirley J. Harris
Director of OCETA

Attachment

The OCETA Program is sponsored by the City of Albuquerque and Bernalillo County

Name of Employee _____

1. How would you evaluate this employee overall?



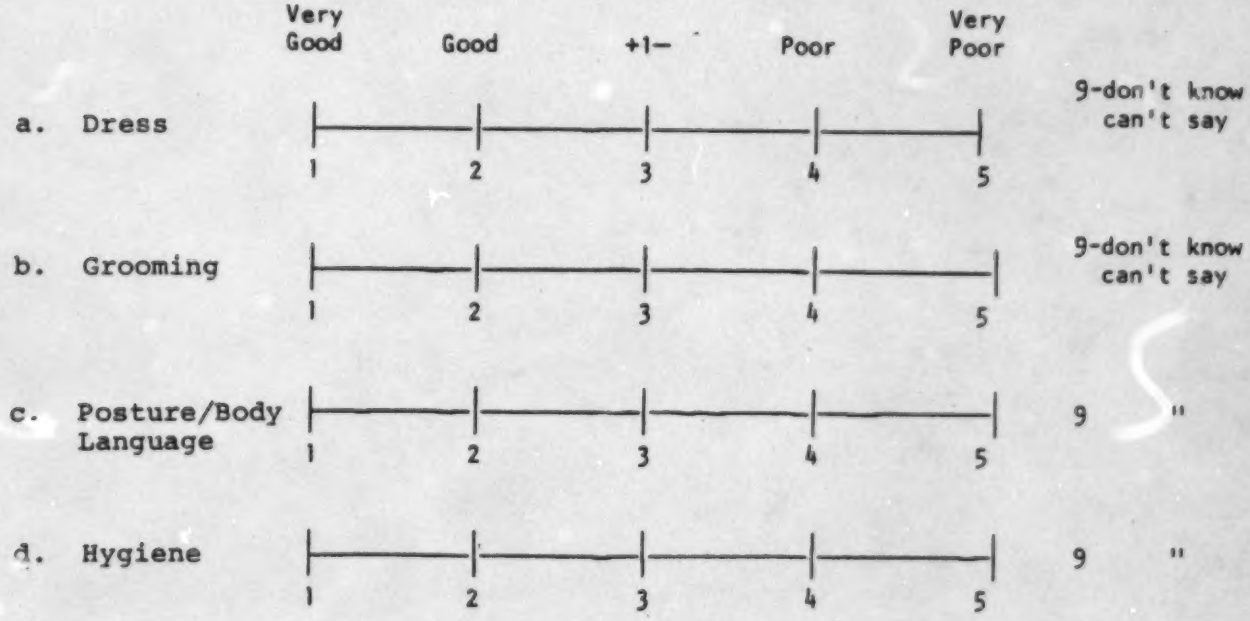
2. How regularly would you say this employee is late for work?

1. Almost never (late about 5 times a year or less)
2. Rarely, once in a while (late about 1 or 2 times a month)
3. Sometimes (late about 4 or 5 times a month)
4. Most of the time (late about 2 times a week)
5. Almost all the time (late more than 2 times a week)
9. Don't know

3. How often does this employee miss work?

1. Almost never (less than 4 times a year)
2. Rarely, once in a while (4-12 times a year)
3. Sometimes (about once a month)
4. Fairly regularly (2 or 3 times a month)
5. Regularly (once a week or more)
9. Don't know

4. Please rate this employee on the following items:



5. How regularly does this employee get the job tasks you ask him or her to do finished on time:

   1. Almost all the time (90% to 100% of the time)
   2. Most of the time (60% to 90% of the time)
   3. Sometimes (40% to 60%)
   4. Once in a while (10% to 40%)
   5. Infrequently, almost never (0% to 10% of the time)
   9. Don't know

6. How often does this employee get his or her job tasks completed the way you want them done the first time?

   1. Almost all the time (90% to 100%)
   2. Most of the time (60% to 90%)
   3. Sometimes (40% to 60%)
   4. Rarely (10% to 40%)
   5. Almost never (0% to 10%)
   9. Don't know

7. Does this employee usually know what is expected concerning his or her specific job tasks?

   1. Yes, almost all the time (90% to 100%)
   2. Yes, most of the time (60% to 90%)
   3. Sometimes (40% - 60%)
   4. Once in a while (10% - 40%)
   5. Infrequently, almost never (0% - 10%)
   9. Don't know

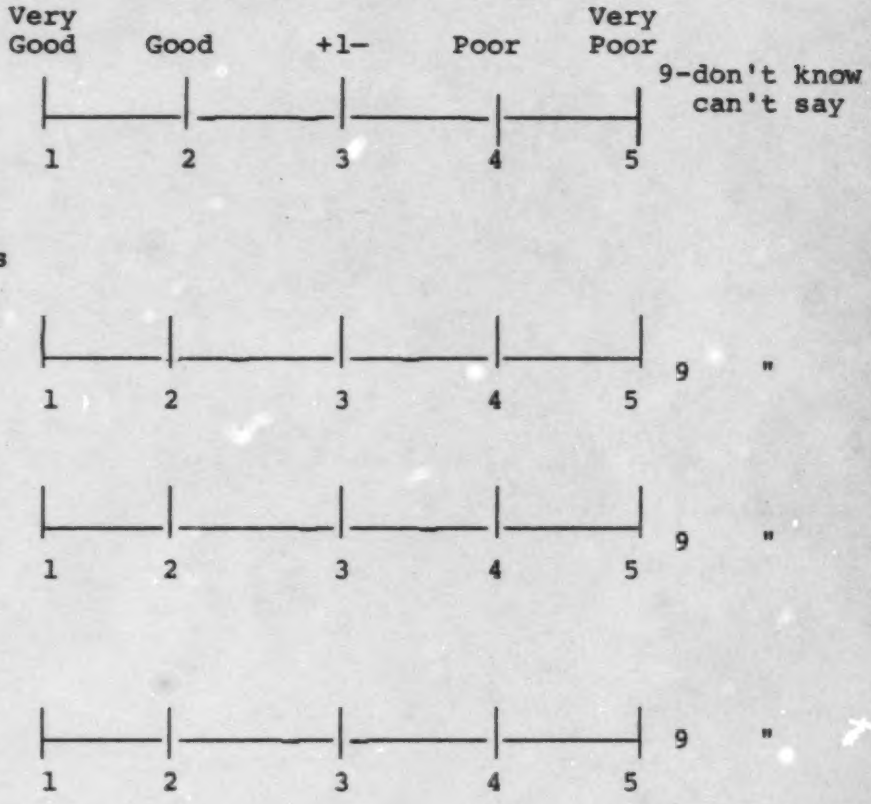
8. How satisfied is the employee with his or her job tasks?

   1. Very satisfied
   2. Satisfied for the most part
   4. Dissatisfied for the most part
   5. Very dissatisfied
   9. Don't know

9. How well does the employee understand how the office runs, including how his or her job fits into the way things are done in your office?

   1. Understands very well
   2. Understands for the most part
   4. Doesn't understand for the most part
   5. Doesn't understand at all
   9. Don't know

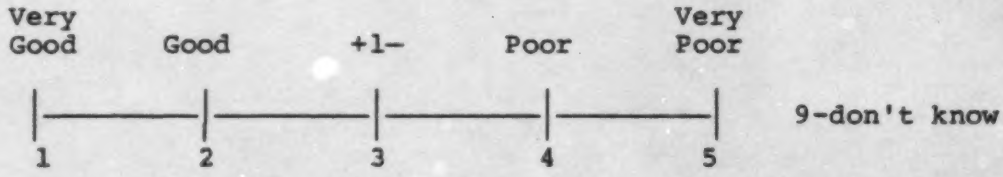
10. Please rate this employee on the following items:



11. How true do you think the following statement is about the applicant: "Know what he (she) wants out of life."

1. Very true
2. Somewhat true
3. True, a little
4. Not at all true
9. Don't know

12. Please rate how well the employee receives supervision by you:



13. Does the employee's family or personal life interfer with the way he or she does the job

1. Significantly interferes
2. Interferes somewhat
3. Interferes a little
4. Doesn't interfere at all
9. Don't know

14. Please rate this employee on the following items:

	Very Good	Good	+1−	Poor	Very Poor	
a. Motivation	1	2	3	4	5	9-don't know can't say
b. Self-confidence about job	1	2	3	4	5	9-don't know can't say
c. Self-confidence about life	1	2	3	4	5	9 "
d. Assertive. Seems to take charge of life	1	2	3	4	5	9 "
e. Enthusiastic about job	1	2	3	4	5	9-don't know can't say
f. Responsibly undertakes tasks given him or her	1	2	3	4	5	9-don't know can't say
g. Flexibly completes job tasks which need to be done	1	2	3	4	5	9 "

	Very Good	Good	+1-	Poor	Very Poor	
h. Courteous. Respectful	1	2	3	4	5	9-don't know can't say
i. Relates well with co-workers	1	2	3	4	5	9 "
j. Has emotions under control	1	2	3	4	5	9 "

How long have you supervised the employee _____Years _____Months

How long has the employee worked in your organization/office?

____Years _____Months

Date: _____

Name: _____

This information is completely confidential.

Thank you for your cooperation. Please return the completed questionnaire in the self-addressed envelope attached.

APPENDIX C

MATRIX FOR REVIEW OF OCETA PROPOSALS/PACKAGES

OCETA NATIONAL PROPOSALS

CHARACTERISTICS								
GOALS/PURPOSE								
Clearly Stated								
Expressed in performance terms								
Measurable								
Results-Oriented: identifies changes to occur/# placements, etc.								
COST:								
Total								
# Days								
Instructor Fees								
Travel/Per Diem								
Materials								
Equipment								
Per Participant								

INSTRUCTORS								
Location Credentials Ratio to Participants								
CONTENT/METHODOLOGY								
Course Outline Topics Included Topics Missing Designed for Adult Learners Designed for this Population (age, experience, educ. background)								
EVALUATION								
Sponsor Employer Participant								

PROGRAM LENGTH/STRUCTURE								
# Sessions per day per week # Total Core Curriculum Options Follow-up Adequate to Meet Obj. Potential for Training Local Trainers Stand Alone Segments								
MATERIALS/EQUIPMENT								
Match Training Match Goals Theoretical or Practical Current Discriminatory Sterotypical Special Equipment Required								

OCETA LOCAL PROPOSALS

CHARACTERISTICS								
Participant Behavior Objectives								
Course Outline Content								
Design								
Length								
Cost								
#/Names Ins.								
Participant/Instructor Ratio								
Two References								
Other								

APPENDIX D

REQUEST FOR INFORMATION CONCERNING CAPABILITY

APPENDIX D. REQUEST FOR INFORMATION CONCERNING CAPABILITY

P= package or proposal

M= miscellaneous materials

P-1: ADVENTURES IN ATTITUDES
Ann Hart
9526 Academy Hills Dr., NE
Albuquerque, N.M. 87110
505-821-3222

P-2: ADVENTURES IN ATTITUDES
Dale Medearis
816 San Pedro, SE
Albuquerque, NM 87108

P-3: ALTERNATIVE HOUSE, INC.
E. Nancy Baca
P. O. Box 1280
Albuquerque, NM 87103
505-247-0173

P-4: AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCE
P. O. Box 1113
Palo Alto, CA 94302
415-493-3550

P-5: ASSOCIATED CONSULTANTS
John A. Bird
801 Encino Pl., Suite 31
Albuquerque, NM 87106
505-243-0519

P-6: BEHAVIORAL SCIENCE ASSOC.
9706 Georgia Ave.
Silver Spring, MD 20910
301-588-2920

P-7: JANET BIEFELD
310 Amherst, NE
Albuquerque, NM 87106
505-266-2415

P-8: CAREERWORKS, INC.
P. O. Box 6407
Detroit, MI 48234
313-369-2570

P-9: CHICANOS POR LA CAUSA, INC.
324 W. Washington St.
Phoenix, Arizona 85003
602-262-7156

P-10: COMMUNICATIONS & TRANSITIONAL SKILLS FOR SECRETARIES
WASHINGTON SCHOOL FOR SECRETARIES
4057 Chain Bridge, Suite 301
Fiarfax, Virginia 22030
703-691-3221

P-11: CONTROL DATA CORPORATION
300 San Mateo. NE
Albuquerque, NM
505-268-4393

P-12: DEVELOPMENT ASSOCIATES
Donald E. Murray
P. O. Box 2128
Albuquerque, NM 87103
505-243-3357

P-13: DEVELOPMENT OF RESEARCH & HUMAN SERVICES
Cortez Williams
11701 El Solindo, NE
Albuquerque, NM
505-293-1700

P-14: EDGE, INC.
1050 E. Southern
Suite G-1
Tempe, Arizona 85282
602-968-7273

P-15: FIRST TRAINING CORPORATION
Charles Hundertmart
300 San Mateo, Suite 806
Albuquerque, NM 87108
505-268-1650

P-16: WARREN FISCHER
EMPLOYMENT TESTS
8346 Willowdale Way
Fair Oaks, CA 95628
916-967-7375

P-17: KEL FLAHERTY
549 Onate Place
Santa Fe, NM 87501
505-988-2318

P-18: MARGARET J. FOSTER
729 Grace St., NE
Albuquerque, NM 87123
505-299-7843

P-19: GOETZ & ASSOCIATES
323 Romero, NW, Suite 10
Albuquerque, NM 87104

P-20: GREEN HARPER COMPANY
P. O. Box 761
Starkville Missippi 89759
800-638-2000

P-21: HUMAN EFFECTIVENESS INSTITUTE
P. O. Box 5113
Jackson, Mississippi 39216
601-981-3715

P-22: INTERNATIONAL MANAGEMENT ASSOCIATES
Harley H. Swink
5301 Central, NE, Suite 805
Albuquerque, NM 87108
505-256-0339

P-23: INTEXT COMMUNICATIONS SYSTEMS
315 Post Rd., West
Westport, Connecticut 06880
717-961-5031

P-24: JOB FINDING CLUB
202 Cantebury Drive
Carbondale, Illinois 62901
618-529-1910

P-25: JOB SEARCH
SAN BERNARDINO EMPLOYMENT AND TRAINING ADMINISTRATION
195 North "D" Street
San Bernardino St., CA 92401

P-26: KERN & ASSOCIATES
Charlotte K. Mock
2933 Sierra Dr., NE
Albuquerque, NM 87110
505-265-6058

P-27: LOWELL PLAN
Lowell, Massachusetts

P-28: MANAGEMENT AWARENESS
Donald Bruckner
3305 Grande Vista Pl., NW
Albuquerque, NM 87120
505-836-2999

P-29: METROPOLITAN CLEVELAND JOBS COUNCIL
VOCATIONAL EXPLORATION PROGRAM
1375 Euclid Ave., Rm. 510
Cleveland, Ohio 44115
216-861-6100

P-30: NATIONAL CENTER FOR ECONOMIC & COMMUNITY DEVELOPMENT, INC.
P. O. Box 368
Silver Spring, MD 20907
202-296-2700

P-31: PAJO TECHNICAL SERVICES
Patricia H. Gage
1519 Pacheco
Santa Fe, NM 87501
505-983-1297

P-32: THE REHABILITATION CENTER
Barbara Jarvis
2901 Edith, NE
Albuquerque, NM
505-345-3548

P-33: RESPONSIBILITY LANGUAGE SYSTEMS
230 Houston St., NE
Alanta, Georgia 30303
404-659-7236

P-34: SEATTLE YWCA DISPLACED HOMEMAKERS PROGRAM
1118 Fifth Ave.
Seattle, Washington 98101
206-447-4826

P-35: SELF-DIRECTED PLACEMENT CORPORATION
3010 Cowley Way
San Diego, CA 92117
714-275-9450

P-36: SOUTHWEST RESEARCH ASSOCIATES
Guy W. Trujillo
P. O. Box 4092
Albuquerque, NM 87196
505-266-5781

P-37: UNITED LEARNING INSTITUTE OF COLORADO
Chase Stone Center
Holly Sugar Bldg., Suite 1341
Colorado Springs, CO 80903
303-471-2285

P-38: YWCA
316 4th St., SW
Albuquerque, NM 87103
505-247-8841

P-39: YOUTH WORKS
INDIANAPOLIS CHAMBER OF COMMERCE
229 North Delaware St.
Indianapolis, Indiana 46204
317-637-2312

M-1: BOOKS, MAGAZINES, FILMS

M-2: MASTER MEDIA
Victor Mortensen
P. O. Box 6483
Albuquerque, NM 87197
505-265-6274

M-3 SKILL AND OJT PROGRAMS FROM THE NATIONAL ALLIANCE OF BUSINESS